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Programs of Study

BACHELOR’S DEGREES
B.A.: Bachelor of Arts
B.S.: Bachelor of Science
B.F.A.: Bachelor of Fine Arts
B.M.: Bachelor of Music

MASTER’S DEGREES
M.A.: Master of Arts
M.Ed.: Master of Education
M.S.: Master of Science

COLLEGE HONORS PROGRAM

School of Arts, Education, and Culture

BACHELOR’S DEGREES
American Studies, B.A.
Art, B.A.
options in
Graphic Design
Studio Art
Art, B.F.A.
options in
Graphic Design
Art and Design
Studio Art
Communication, B.A.
options in
Communication Studies
Philosophy
English, B.A.*
options in
Literature
Writing
Education, B.S.*
options in
Early Childhood Development*
    specializations in
    Birth to Age Five/Early Intervention
    Birth to Grade 3
    Elementary Education*
    Secondary Education*
Film Studies, B.A.
options in
Critical Studies
Film Production
French, B.A.*
History, B.A.*²
    specializations in
    Self-Designed
    War, Peace, and Society
    Gender, Race, and Class
    Ideas and Beliefs
    Media and Popular Culture
Holocaust and Genocide Studies, B.A.
Journalism, B.A.
options in
News Media
Public Relations
Multimedia Journalism
Music, B.A.
Music Composition, B.M.
Music Education, B.M.*
    specializations in
    Instrumental
    Choral
Music Performance, B.M.
Music Technology, B.M.
Spanish, B.A.*
Theatre and Dance, B.A.
options in
Theatre Arts
    specializations in
    Acting
    Directing
    Design and Technical Theatre
    Theatre and Education
Dance
    specializations in
    Choreography and Performance
    Dance Education
    Dance Education/Dual Degree
Women’s and Gender Studies, B.A.

MINORS
American Studies
Art History
Art Studio
Communication
Creative Writing
Dance
Early Childhood Development
Film Studies
French
German
History
Holocaust and Genocide Studies
Journalism: Broadcast Media
Journalism: Multimedia
Journalism: Print Media
Journalism: Public Relations
Literature
Medieval and Early Modern Studies
Music
Philosophy
Professional Writing
Spanish
Theatre
Women’s and Gender Studies

GRADUATE STUDIES
Master of Arts
History and Archives
Master of Education
Curriculum and Instruction
Educational Leadership
School Counselor (on hold)
Special Education
Certification is available in each M.Ed. graduate program.
Post-Master’s Certification
Educational Leadership
School Counselor
Post-Baccalaureate Teacher Certification
Graduate Educator Certification
School of Sciences, Sustainability, and Health

**BACHELOR’S DEGREES**

- Anthropology/Sociology, B.A.
- Architecture, B.S.
- Athletic Training, B.S. (on hold)
- Biology, B.A.*
- Biology, B.S.*
- Chemistry, B.A.*
- Chemistry, B.S.*
- Chemistry-Physics, B.S.*
- Computer Science, B.S.
  - specializations in
    - Computer Science
    - Cybersecurity
    - Software Development and Engineering
    - Computational Mathematics
- Construction Safety, B.S.
- Criminal Justice Studies, B.A.
- Earth/Space Science, B.A.*
- Economics, B.A.
- Engineering, B.S.
  - (transfer program)
- Environmental Studies, B.S.*
- Exercise Science, B.S.
  - options in
    - Allied Health
    - Human Performance
- General Science, B.A.*
  - options in
    - Bachelor of Arts
    - Elementary or Early Childhood
    - Middle School
- Geography, Outdoor Recreation, and Planning, B.A.*
- Geology, B.S.* (on hold)
- Management, B.S.*
  - optional specializations in
    - Human Resource Management
    - Marketing
- Mathematics, B.A.*
  - options in
    - Mathematics
    - Mathematics Secondary Teaching
    - Mathematics Middle School/Junior High Teaching
- Mathematics, B.S.
- Mathematics Education for Elementary Teachers, B.A.
- Mathematics-Physics, B.S.*
- Nursing, B.S.*
  - options in
    - Pre-Nursing to Pre-Licensure Student
    - RN Completion
- Physical Education, B.S.*
  - options in
    - Teacher Certification
    - Child and Youth Physical Activity Specialist
- Political Science, B.A.
- Psychology, B.A.
- Public Health, B.S.
  - options in
    - Population Health
      - specializations in
        - Community Health
        - Behavior and Health
        - Pre-professional Health
    - Nutrition
    - Addictions
- Safety and Occupational Health
  - Applied Sciences, B.S.*
  - DEPARTMENT HONORS PROGRAM
  - Sociology, B.A.*
  - DEPARTMENT HONORS PROGRAM
  - Sustainable Product Design and Innovation, B.S.*
    - optional specialization in
      - Physics/Math

**MINORS**

- Addictions
- Anthropology
- Astronomy
- Biology
- Chemistry
- Computer Science
- Construction Safety
- Criminal Justice Studies
- Economics
- Environmental Studies
- Geography
- Geology (on hold)
- International Studies
- Management
- Mathematics
- Physics
- Political Science
- Psychology
- Safety and Occupational Health
- Sociology
- Statistics
- Sustainable Product Design and Innovation
- Sustainability

**GRADUATE STUDIES**

- Master of Science
  - Safety and Occupational Health
  - Applied Sciences

**Mason Library**

**MINOR**

- Information Studies

**Interdisciplinary Programs**

- Individualized Major, B.A. or B.S.

* Majors in which teacher certification is available.
Most education majors must also complete an additional liberal arts major. See specific programs for more detail.

1 Certification is in Chemistry Education or Physical Science Education.
2 Certification is in Social Studies.
3 Certification is in Earth Science Education
About Keene State

Keene State College holds a preeminent place as the public liberal arts college of New Hampshire. Since its founding in 1909, Keene State has continuously expanded its mission to offer a broad spectrum of academic programs that are grounded in the values and competencies of the liberal arts tradition, and that provide students with the enduring skills and knowledge that will serve them for a lifetime of professional opportunities. Keene State helps to guide students as they grow as individuals by offering engaging and exciting opportunities to develop new connections and friendships, and find belonging in our community.

Keene State is committed to an accessible educational experience for all students who demonstrate the determination to succeed. The College offers a learning and living environment that is defined by supportive faculty and staff who are invested in students’ success by challenging them to exceed beyond their expectations. Students engage in a variety of learning experiences that prepare them for careers, and demonstrate the practical application of their education, including hands-on learning, research, internships, service to the community, and study away. All areas of study incorporate qualities that are essential to success: critical thinking, creative inquiry, intercultural competence, civic engagement, and commitment to well-being. Exploration of important topics through connection with other students in co-curricular programs is also an essential part of the Keene State experience.

*US News and World Report* ranks Keene State in Tier I of the Regional Universities in the North. We are accredited by the New England Association of Schools and Colleges (NEASC), with many other programs accredited by their specific disciplines. These prestigious accomplishments recognize the College’s commitment to academic excellence and the success of our students. For a full list of accreditations, please view the Keene State College Factbook, available online from the Institutional Research and Assessment Office.

Academic Calendar

Fall 2018

**August**

10 · Payment due for Fall Semester
22 · New Student Convocation at 3:30 p.m.
22 · Residence Halls open for New Students
26 · Residence Halls and Residence Apts. open for returning students
27 · Classes and Schedule Adjustment period begin at 8:00 a.m.
31 · Schedule Adjustment period ends at 4:30 p.m.

**September**

03 · Labor Day Holiday (College Closed)
04 · Course Withdrawal period begins at 8:00 a.m.

**October**

05 · Semester Mid-Point
12 · Fall Break Day (No Classes)
15 · Registration for Spring 2019 classes begins

**November**

12 · Veteran’s Day Holiday Observed (College Closed)
13 · Course Withdrawal (W) period ends
21 · College open, No classes. Residence halls close except Residence Apts.
22 · Thanksgiving Holiday (College Closed)
23 · Thanksgiving Holiday (College Closed)
25 · Residence Halls re-open
26 · Classes resume at 8:00 a.m.

**December**

07 · Last day of classes
10 · Reading Day. Final Exams begin at 6:00 p.m.
14 · Final Exams end at 3:00 p.m.
15 · Residence Halls close except for Residence Apts.
21 · Payment due for Spring Semester.
23 · Residence Apts. close
25 · Winter break (College Closed)
26 · Winter break (College Closed)
27 · Winter break (College Closed)
28 · Winter break (College Closed)
31 · Winter break (College Closed)

Spring 2019

January
01 · Winter break (College Closed)
02 · Residence Apts. open
20 · Residence Halls open
21 · Martin Luther King Holiday (College Closed)
22 · Classes and Schedule Adjustment period begin at 8:00 a.m.
29 · Schedule Adjustment period ends at 4:30 p.m.
30 · Course Withdrawal (W) period begins at 8:00 a.m.

February
25 · Summer Registration begins

March
08 · Spring Break begins. Res. Halls close except Res. Apts. College open
08 · Semester Mid-Point
11 · Spring Break (No Classes)
12 · Spring Break (No Classes)
13 · Spring Break (No Classes)
14 · Spring Break (No Classes)
15 · Spring Break (No Classes)
17 · Residence Halls re-open
18 · Classes resume
25 · Registration for fall classes begins at 8:00 a.m.

April
12 · Course Withdrawal (W) period ends
26 · Payment due for Summer Session

May
03 · Last day of classes
06 · Reading Day. No classes. Final Exams begin at 6:00 p.m.
10 · Final Exams end at 3:00 p.m.
10 · Spring Honors Convocation at 4:00 p.m.
10 · Residence Halls and Residence Apts. close except for Graduating Seniors
11 · Commencement Ceremony begins at 1:00 p.m.

Summer 2019
19 · Residence Halls open
20 · Classes and Schedule Adjustment begins at 8:00 a.m.
22 · Schedule Adjustment period ends at 4:30 p.m.
23 · Course Withdrawal (W) begins at 8:00 a.m.
27 · Memorial Day Holiday (College Closed)
Bachelor's Degree Programs

A liberal education emphasizes breadth and balance in developing intellectual resources and cultural perspectives. It encourages the student to achieve the fullest possible development as a person and as a member of society. It also promotes enlightened citizenship and provides basic preparation for students planning to enter professional or graduate schools or embark on a career. Building on an integrated study foundation, this degree allows a specialized emphasis while at the same time encouraging social responsibility.

The general aspects of the curriculum are designed to enhance the student's capacity for thought and effective expression and facilitate both the expansion and the integration of knowledge. Depth of scholarship is developed in the major field of specialization. The goal of a liberal education is the formulation of a philosophy of life based on knowledge and reflection relevant and appropriate to the contemporary world.

All Bachelor's degrees require a minimum of 120 credits. A student must complete a minimum of 40 upper-level credits (300- or 400-level) within the degree program as a requirement for completion of any baccalaureate degree program.

Definitions

**Major.** A program of study comprising a coherent set of courses and experiences within a discipline, related disciplines, or a professional area, which represents the curricular content of a bachelor's degree. Normally, a bachelor's degree major consists of at least 30 credit hours. Courses required in the major may not be used to fulfill Integrative Studies requirements unless specified in the program description.

**Option.** A coherent subset of courses that constitutes a prescribed track within a major. Normally, an option consists of 12 to 48 credit hours.

**Specialization.** An area of special interest comprising a cluster of related courses that are selected by the student in consultation with an academic advisor. Normally, a specialization consists of 12 to 20 credit hours within a degree option.

**Credit.** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic Program Planning

Education in the liberal arts and sciences and in several professional fields is provided through the College's bachelor's degree programs. These programs include three basic components:

- **Integrative Studies Requirements** - purposefully and intentionally help students engage ethical issues, approach global issues from multiple perspectives, apply diverse perspectives to their thinking and their actions, and analyze key social and environmental issues confronting us all
- **Major/Option/Specialization Requirements** - offer depth of scholarship in a field of interest
- **Electives** - provide the opportunity for a student to complete a minor, fulfill teacher certification requirements, or to choose courses in other areas for personal and professional growth
Because curriculum development is a continuing process, program changes may be made after publication of this catalog. Therefore, the College reserves the right to add, change, or delete curricular offerings and/or make curricular refinements. Some changes are necessitated by agencies that accredit the College or certify students. Check with academic disciplines, the Registrar's Office, Academic and Career Advising, or the Educator Preparation Programs Office to learn of any recent changes.

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**Language Requirement**

The minimal requirement for all students with a major in American Studies, Art, Communication, English, Film Studies, Journalism, Music, Theatre and Dance, or Women's and Gender Studies is one course in a foreign language, normally French, Spanish, or German. Students should complete this requirement as early in their college careers as possible.

Those with two or more years of recent high school study in French, Spanish, or German must enroll in 102 or above. Those with three or more years of recent high school study should enroll in 201 or above. Individual student placements will be verified on the basis of a placement test available to students before they register. Students may also satisfy the requirement through AP or CLEP credit.

Those with near-native fluency in a language should consult Modern Languages faculty for appropriate placement.

Students may also fulfill this requirement by enrolling in a study abroad program in a non-English speaking country, provided the program has been approved by their major department in consultation with the Global Education Office.

Students with documented learning disabilities should apply to the Office of Disability Services and then to the chair of Modern Languages to seek a waiver.

101- to 201-level courses completed to satisfy the language requirement may be applied to the Arts and Humanities component of the Integrative Studies Program.

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**Integrative Studies Program**

Students at Keene State College complete two programs of study to earn a degree—the College's Integrative Studies Program and their major program of study.

Keene State College believes in the value of a liberal arts education—that the best way for students to prepare for the future is to develop transferable intellectual and practical skills, including their capacity to think critically and creatively, to communicate effectively, and to make connections between different areas of knowledge. Our approach to integrative teaching and learning enhances students’ major programs of study by empowering them with the understanding, adaptability, and creativity to succeed in academic settings and in their lives beyond school.

Students begin the Program by completing ITW 101 Thinking and Writing (ITW) and the Quantitative Literacy (QL) requirement. Students then take perspectives courses in six academic disciplines in four content areas, the arts (IA), humanities (IH), natural sciences (IN), and social sciences (IS), as well as an interdisciplinary (II) requirement. As students move through the Program, they are encouraged to integrate their learning across four overarching themes: diversity, ethics, global issues, and social and environmental engagement.

**Program Objectives and/or Learning Outcomes**

**Integrative Learning** Keene State College students will identify and discuss ways that their learning in one course informs and deepens their learning in one or more other courses, and the ways that their learning in one or more courses is connected to their out-of-class experiences.

**Academic Perspectives** Keene State College students will demonstrate an understanding of the questions a discipline or an interdisciplinary area asks, the methods it uses to engage those questions, and some of the key explanatory concepts arising from these types of inquiry.

**Critical Thinking** Keene State College students will evaluate evidence, consider multiple perspectives, choose and defend a position from several alternatives, and analyze complex problems.

**Creative Thinking** Keene State College students will synthesize existing ideas, images, or expertise in original ways and demonstrate imagination, risk taking, innovation, or divergent thinking in their work.

**Writing** Keene State College students will effectively form, support, and convey an idea in written format, considering purpose, audience, and context.
Quantitative Literacy Keene State College students will read and interpret quantitative information critically and apply quantitative methods and concepts to solve a problem or support an argument.

Information Literacy Keene State College students will engage in an iterative inquiry process that includes exploring and evaluating diverse perspectives while participating ethically in the information environment.

Requirements

40 credits minimum

Students complete a total of 40 credits as follows, including a minimum of two courses (8 credits) at the 300 or 400 level. Perspectives or Interdisciplinary (II) courses may require a specific lower level ISP course besides ITW and QL as a prerequisite.

I. Foundations (8 credits)

- Thinking and Writing (4 credits) Students are expected to complete ITW 101 within their first two semesters.
- Quantitative Literacy (4 credits) Students are expected to complete the quantitative literacy (QL) requirement within their first three semesters. Students may meet the QL requirement by successfully completing IQL 101, MATH 120, MATH 130, MATH 135, MATH 141, MATH 151, MATH 172, MATH 175, or MGT 140.

II. Three perspectives courses in the Arts and Humanities (12 credits) Courses must be taken in three different disciplines.

- 1 course in the Humanities (IH)
- 1 course in the Fine and Performing Arts (IA)
- 1 course in either the Humanities or the Fine and Performing Arts (IH or IA)

III. Three perspectives courses in the Sciences (12 credits) Courses must be taken in three different disciplines.

- 1 course in the Natural Sciences (IN)
- 1 course in the Social Sciences (IS)
- 1 course in either the Natural or Social Sciences (IN or IS)

IV. One course in Interdisciplinary Studies (4 credits) Course may be in any academic discipline and must have an Integrative Interdisciplinary (II) prefix.

V. One additional course in the Arts, Humanities, Social Sciences, Natural Sciences or Interdisciplinary area (4 credits) This ISP elective may be in any academic discipline or interdisciplinary area that carries an ISP prefix (IA, IH, IN, IS, II).

Upper-Level Course Requirement

A minimum of two upper-level (300 or 400) ISP courses must be completed in areas II, III, IV and V above, one of which must be completed at Keene State College. Students may enroll in upper-level Integrative Studies Program (ISP) courses once they have completed a minimum of 24 credits at the lower-level (100 or 200 level), including ITW 101 and the quantitative literacy (QL) requirement.

College Honors Program

The College Honors Program provides academically motivated students with intellectual stimulation and rich experiences for personal and professional growth by offering courses that prepare them to produce exemplary, creative, and challenging work. As an option for meeting the College's liberal arts requirements, it provides an alternative to the Integrative Studies Program and involves both residential and classroom opportunities. In addition to working closely with fellow students and professors to engage in creative and critical inquiry, honors students integrate and expand on what they are learning in Honors courses by participating in enrichment activities and events both on and off campus.

Residential Honors students will be housed in a Living and Learning Community (LLC) in a College residence hall for their first year and may choose to continue in Living and Learning Communities in later years. The director of the College Honors Program serves as the LLC faculty advisor.

A distinctive feature of the College Honors Program is the requirement that students study abroad. Each year travel study courses led by Keene State College faculty will be made available to sophomore Honors students. See HNRS 301 Global
Engagement for details. Honors course requirements cannot be met with Advanced Placement credits or with credits from other institutions.

**Program Requirements**

(*24 credits*)

**Required Courses**

- HNRSTW 101 Honors Thinking and Writing
- Three Honors Courses (12 credits) in the Arts and Sciences taken from three areas: HNRSA 290 Honors Arts, HNRSH 290 Honors Humanities, HNRSN 290 Honors Natural Sciences, and HNRSS 290 Honors Social Sciences. These Honors courses meet Integrative Studies Program Outcomes and Honors Program outcomes appropriate to the area.
- HNRS 301 Global Engagement
- HNRSI 401 Interdisciplinary Senior Seminar

**Admission to the College Honors Program**

Students who apply to Keene State College are invited to submit an application and portfolio to the College Honors Program if they have a high school GPA of 3.25 or above. Details of the submission process can be found at the Admissions website: admissions.keene.edu/honors/application. A subcommittee of the Honors Program Advisory Committee reviews applications and makes decisions on admission.

Beginning in 2011 early in the spring semester, first year non-Honors students at Keene State College who have completed between 16 and 28 credits and who have a cumulative GPA of 3.50 will be invited to apply for admission effective in the fall semester. Students admitted after their first semester need not take an Honors Thinking and Writing course, but will be expected to complete other College Honors Program requirements.

College Honors Program students must maintain a semester grade point average of 3.25 during their first semester. At the end of their second semester, they must have a cumulative GPA of 3.50 in both Honors and non-Honors courses and maintain that in all subsequent semesters in order to graduate with the designation College Honors Program. Students whose GPA falls below 3.25 at the end of the first semester or 3.50 at the end of the second semester will be on Honors probation for the following semester. Those whose semester GPA remains below the standard for two consecutive semesters will be dropped from the Honors Program and will lose Honors scholarship funds. Students have a maximum of two non-consecutive semesters of probation before being dropped from the program.

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**American Studies**

**Bachelor of Arts**

School of Arts, Education, and Culture

The American Studies program offers students an interdisciplinary liberal arts education. Students in American Studies engage in a challenging exploration of historical and contemporary American culture and the American multicultural identity, including its past and present values, conflicts, and experiences. Working closely with an advisor who is a core faculty member in American Studies, students design their course of study around three core courses; an individualized set of area requirements in American history, literature, and Arts and/or Social Sciences; and a thesis requirement. American Studies prepares students for career opportunities in elementary and secondary education; graduate school; law school; business; work in libraries, museums, and historic preservation; newspaper, magazine, broadcast journalism; film or media work; work in federal, state, and local agencies, both public and private; government and politics; nonprofit organizations; writing, editing, and publishing; international relations and diplomacy; public relations and advertising; and social services. American Studies majors who complete the teacher education option are eligible for Secondary Social Studies certification.

**Language Requirement**

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

**Integrative Studies Requirements**

(*40 credits minimum*)
Major Requirements

40 credits

At least one American Studies or English course must meet a Differing Cultural Perspectives Requirement. Differing Cultural Perspectives courses investigate discursive traditions that have been historically marginalized. All course substitutions must be approved by the coordinator of American Studies.

Core Courses

20 credits

Choose two of the following courses

- IAMST 210 Introduction to American Studies
- IHAMST 248 Cultures of Plains Indians (Differing Culture Perspectives)
- IAMST 250 Interpreting American Cultures

AMST 350 Perspectives on American Culture
AMST 495 Seminar

Select one of the following:

- AMST 390 Critical Approaches
- AMST 490 Advanced Special Topics

Area Courses

20 credits

Select two courses from American history:

- HIST 261 U.S. Social History I: 1603-1865
- HIST 265 Military in U.S. Society I
- HIST 266 Military in U.S. Society II
- HIST 338 European Encounters in the New World
- HIST 360 The American Colonies to 1763
- HIST 361 The American Revolution
- HIST 362 The Early American Republic: 1789-1850
- HIST 363 The United States in the Civil War Period: 1850-1876
- HIST 364 19th-Century America
- HIST 365 Gilded Age and Progressive Era America
- HIST 366 U.S. in Crisis: 1920-1950
- HIST 367 Modern America: 1950-Present

Select one course in American literature:

- ENG 280 Cultural Studies
- ENG 341 Early American Literature
- ENG 344 Studies in American Literature
- ENG 345 Studies in African American Literature (Differing Cultural Perspectives)
- ENG 346 Transcendentalism
- ENG 347 American Indian Writers and their Cultures (Differing Cultural Perspectives)
- ENG 370 Studies in Literatures of the Americas (Differing Cultural Perspectives when appropriate)

Select two courses from Arts and Humanities and/or Social Sciences:

- IAMU 112 Latin American Music
- IHAMST 140 What is American Studies?
- IAMU 216 History of Rock and Roll
- IAMU 218 History of Jazz
- IAMU 242 Listening to America
- IHENG 240 Readings in American Literature
- IIENG 245 Readings in African American Literature and Culture
• ISPOSC 210 U.S. Politics
• ISPOSC 211 State and Local Politics
• ART 214 Modern Art
• CJS 101 Introduction to Criminal Justice Studies
• ECON 455 Topics in Economic History
• PHIL 304 American Philosophy
• POSC 316 Constitutional Law
• POSC 321 U.S. Foreign Policy and Globalization
• SOC 270 Urban Society
• SOC 345 Sociology of Families
• SOC 472 Sociology of Health and Medicine
• SOC 475 Social Stratification

Certification as a Social Studies Teacher

American Studies is an approved major for students seeking Secondary Social Studies certification. Students will need to take the following certification requirements:

**Dual Major in Education**

- Secondary Education

**Requirements for Certification**

IHHIST 161 American Perspectives to 1877 or HIST 161 Topics in United States History I
IHHIST 162 American Perspectives from 1877 or HIST 162 Topics in United States History II
IHHIST 111 The Ancient and Medieval World or HIST 111 Traditional World Civilization
IHHIST 112 The Modern World or HIST 112 Modern World Civilization
ISECON 104 Introduction to Macroeconomics
PSYC 101 General Psychology

Select one of the following:

- ISGEOG 101 World Regional Geography
- ISGEOG 201 Geography for Teachers

Select one of the following:

- ISANTH 110 Cultural Anthropology
- 100- to 200-level course in Sociology (SOC 270 also applies to the A&H and/or Social Studies area of the American Studies major)

Select one of the following:

- ISPOSC 210 U.S. Politics (This course also applies to the A&H and/or Social Studies area of the American Studies major)
- ISPOSC 220 Global Politics

**Electives**

Select courses to reach a total of 120 credits for the degree.

**Degree Requirements**

*120 credits*
Anthropology/Sociology

Bachelor of Arts
School of Sciences, Sustainability, and Health

The Anthropology/Sociology Major prepares students for the social and professional demands of living in an increasingly multicultural world. Our students examine what it means to be human, how we evolved physically and developed culturally over time, how society and culture influence behavior, and how culture provides a lens through which people understand and interpret their world. While we in anthropology and sociology teach about particular cultures and societies, this is accomplished by examining patterns of behavior using a comparative method. Learning is based on empirical investigation which emphasizes observation skills, participation, and critical analysis to create knowledge necessary for understanding these differing behaviors and worldviews. A primary focus of the major is its ability to help students develop a set of practical skills and conceptual tools necessary for continuing to learn about other cultures, sub-cultures, and societies after they leave college.

Integrative Studies Requirements

40 credits minimum

Major Requirements

44 credits

ISANTH 110 Cultural Anthropology
ISANTH 111 Archeology and Physical Anthropology
MATH 141 Introductory Statistics
ISSOC 125 Introduction to Sociology
SOC 301 Sociological Research Methods
ANTH 313 Anthropological Theory
ANTH 430 Ethnographic Research Methods

ISANTH 110, ISANTH 111, ISSOC 125, SOC 301, ANTH 313, and ANTH 430 must be completed with a grade of "C" or better. Courses may be retaken once to meet this requirement. If, after taking the course a second time, a student has not achieved the required grade, the student should meet with the student's advisor or the department chair to discuss implications.

- Four (4) credits in Anthropology (ANTH/ISANTH) at 200-level or higher.
- Four (4) credits in Sociology (SOC/ISSOC) at 200-level or higher.
- Four (4) credits in Anthropology (ANTH/ISANTH) at 300-level or higher.
- Four (4) credits in Sociology (SOC/ISSOC) at 300-level or higher.

Students may not combine an Anthropology/Sociology major with the Sociology major to create a dual major. Students who wish to do more advanced study in Sociology should take the Sociology major.

Certification as a Social Studies Teacher

Anthropology/Sociology is an approved major for students seeking Secondary Social Studies certification. Students will need to take the following additional certification requirements:

Dual Major in Education

- Secondary Education

Requirements for Certification

IHHIST 161 American Encounters to 1877
IHHIST 162 American Encounters from 1877
IHHIST 111 The Ancient and Medieval World
IHHIST 112 The Modern World
ISECON 104 Introduction to Macroeconomics
PSYC 101 General Psychology
Select one of the following:

- ISGEOG 101 World Regional Geography
- ISGEOG 201 Geography for Teachers

Select one of the following:

- ISPOSC 210 U.S. Politics (This course also applies to the A&H and/or Social Studies area of the American Studies major)
- ISPOSC 220 Global Politics

Electives

Select courses to reach a total of 120 credits for the degree.

Honors Program

Motivated students completing the Anthropology/Sociology major may participate in an advanced program of research culminating in graduation with Honors in Anthropology/Sociology. Students electing to participate in this program complete all requirements for the Anthropology/Sociology major plus 8 credits of ANTH 499 Senior Honors Thesis during the two semesters of the senior year.

Admission to the Honors Program is based on:

1. Self-nomination after completion of 80 credits with an overall and major GPA of 3.50 or above.
2. Support of an Honors Committee consisting of a faculty sponsor and two other faculty members, one of whom may be from a department other than Anthropology. The Honors Committee will interview the student prior to enrollment in ANTH 499 and notify successful applicants of their admission prior to enrollment.
3. Completion of, or enrollment in, at least five anthropology courses, including two 300-level ANTH electives. Final admission requires successful completion of those Anthropology courses enrolled in at the time of application for admission to the Honors Program.

At the end of the senior year, each participant:

1. Submits a final written report on the Honors work for approval by his or her Honors Committee.
2. Presents the results of his or her work and responds to questions about the project and its relationship to the larger body of sociological knowledge, in a colloquium open to the public.
3. The student's Honors Committee votes on whether or not to accept the Honors project.

Students successfully completing all facets of the Honors Program and having an overall and major GPA of 3.50 or above in Anthropology/Sociology will graduate with Honors in Anthropology/Sociology.

Degree Requirements

120 credits

Architecture

Bachelor of Science
School of Sciences, Sustainability, and Health

The Architecture major at Keene State College is a pre-professional four-year program designed to give students a solid foundation in the artistic, scientific, and technical aspects of architecture. The curriculum offers a range of courses in studio design, building science, sustainable design, history/theory, digital technology, and practice.

The education of KSC architecture majors, grounded in the liberal arts, focuses on teaching students to become effective, creative problem solvers with the tools to adapt and evolve their career paths to meet the needs of a rapidly changing world. Graduates in architecture are prepared to pursue graduate study or transition directly into careers in architecture, planning, building science, construction management, environmental design, design-build, or other related professions.

Integrative Studies Requirements

40 credits minimum
**Major Requirements**

*52 credits*

**Core Courses**

*32 credits required*

- ARCH 180 Introduction to Architectural Design
- ARCH 230 Architectural Design I
- ARCH 260 Sustainable Design and Building Science
- ARCH 270 Commercial Construction
- ARCH 280 Collaborative Architectural Project
- ARCH 350 Architectural History I
- ARCH 355 Architectural History II
- ARCH 370 Architectural Systems

**Architecture Electives**

Select a minimum of 8 credits

- ARCH 120 Architectural CAD I
- ARCH 220 Architectural CAD II
- ARCH 235 Architectural Design II
- ARCH 275 Residential Construction
- ARCH 290 Special Topics
- ARCH 320 Architectural CAD III
- ARCH 330 Architectural Design III
- ARCH 360 Solar Design and Building Science II
- ARCH 375 Statics and Structural Analysis
- ARCH 430 Architectural Design IV
- ARCH 435 Portfolio Design
- ARCH 490 Advanced Special Topics
- ARCH 498 Independent Study

**Architecture Capstone**

*4 credits*

ARCH 480 Senior Design Project

**Architecture Allied Requirements**

- IAART 103 Three-Dimensional Design
- MATH 120 Applied Algebra and Trigonometry (or any higher level MATH)

**Electives**

Students are encouraged to take ARCH 494 Advanced Cooperative Education.

**Minor/Additional Electives**

Select additional courses of your choice to bring total number of credits earned to 120. Students are encouraged to complete a minor or an organized cluster of courses related to their career interests.

**Degree Requirements**

*120 credits*

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**Art**

**Bachelor of Fine Arts**

**School of Arts, Education, and Culture**

The Bachelor of Fine Arts (B.F.A.) degree program is designed to provide students with a comprehensive course of study consisting of a minimum of 76 credits in visual arts courses. The B.F.A. degree can lead directly to a Master of Fine Arts
(M.F.A.) or to professional careers in the Graphic Design field. To be eligible for the B.F.A. degree, students must first be accepted into the Bachelor of Art (B.A.) program in Art.

The B.F.A. degree is organized into the following three options:

- Graphic Design
- Studio Art
- Art and Design

**Graphic Design Option**

Graphic Design is the art of visual communication. This major provides students with a comprehensive understanding of graphic design by facilitating the development of their conceptual, aesthetic, technical and collaborative skills in the context of practical problem-solving experiences. Students in the graphic design program create printed and electronic communication that includes: web sites, illustration, corporate logos and identity systems; posters; publications; packaging; exhibitions; animation; and mobile media applications. Graphic Design B.F.A. graduates find careers in graphic design studios, advertising agencies, marketing firms, corporations, cultural institutions, publishing, and film, television, and technology industries.

**Studio Art Option**

The Studio Art option introduces and fosters the individual development of six major areas of study: Drawing, Painting, Sculpture, Printmaking, Photography, and Ceramics. Throughout introductory, intermediate and advanced courses, a balance of theoretical and technical knowledge is emphasized. The Studio Art Option is designed to enable each student to focus in these areas. All accepted candidates mount a B.F.A. solo thesis exhibition as a graduation requirement. Studio Art B.F.A. option majors are prepared for future careers and graduate study in fine arts, photography, design, art history, art therapy, and education. Graduates of the Keene State College Art and Design Department can be found working within the fields of museum studies, gallery management, non-profits, media services, and exhibiting their artworks as professional artists.

**Art & Design Option**

The B.F.A. in Art & Design is a combination of Studio Art and Graphic Design. This option is designed for motivated students with interest in developing both their graphic design and studio art abilities. The Art & Design option program is designed to meet a variety of student needs through art courses in graphic design, art history, painting, sculpture, printmaking, ceramics, drawing, and photography. This B.F.A. option provides a foundation in the theory and practice of art and design exploring the creation of images, video, sound, and three-dimensional forms across a broad spectrum of media artifacts. Through the program’s breadth and variety, students are encouraged to develop their skills and broaden their knowledge in courses that prepare them for graduate school and a range of careers in graphic design and visual art.

**Acceptance into the B.A. Program**

All students are accepted to the B.A. Art major upon admittance to Keene State College. To be eligible for the B.F.A. degree, students must first declare their major into the B.A. program in Art.

**The B.F.A. Portfolio Review**

Once declared into the B.A. program students may elect to pursue the more intensive B.F.A. degree. Acceptance into the B.F.A. options in Studio Art, Graphic Design, and Art & Design is based on assessment by Art faculty of a portfolio consisting of ten to fifteen pieces of college-level artwork. All work must be properly identified with the following information: name, medium, size, course title, and date of execution. Submitted portfolios must have a written statement of personal educational goals, an official transcript, and be submitted to the Art Department prior to the posted portfolio deadline.

**The Studio Art Option and Art & Design Option Requirements**

Students may apply to the Studio Art Option or the Art & Design option after completion of a minimum of 6 courses (24 credits) that must include the Foundation Core. (Art & Design option applicants must take ART 160 Typographic Form & Function and ART 253 Digital Imaging as part of the 24-credit minimum). Students are expected to have maintained a minimum cumulative GPA of 3.0 in these 6 courses. Acceptance to the B.F.A. program is based on an assessment of a portfolio of artwork from these courses (see above).

Accepted B.F.A. Studio Art and Art & Design option students will have the opportunity to have an individual studio space and work one on one with an Art and Design professor mentor. All accepted candidates will mount a B.F.A. solo thesis exhibition as a graduation requirement. Candidates in the B.F.A. Studio Art and Art & Design options will meet with the B.F.A. Studio Options Committee after their completion of their B.F.A. Senior Exhibition. The committee will conduct an oral review in which the candidate will outline the rationale followed for their exhibition.
All B.F.A. candidates must maintain a minimum cumulative GPA of 3.0 in the major (Art courses). The B.F.A. Studio Options Committee will also conduct mid-level reviews of accepted students during the fall semester. The purpose of the review is to assess the candidate’s progress toward the completion of the degree as well as the development of their artwork. Individuals whose GPA falls below the 3.0 minimum standard or whose artwork is not at the appropriate level for the B.F.A. will be returned to the B.A. degree and will only be allowed to reapply when the B.F.A requirements are met.

The Graphic Design Option Requirements

Students may apply to the Graphic Design Option after completion of a minimum of 6 courses (24 credits) that must include the Foundation Core, ART 160 Typographic Form & Function, and ART 253 Digital Imaging. Students are expected to have maintained a minimum cumulative GPA of 3.0 in these 6 courses. Acceptance to the B.F.A. program is based on an assessment of a portfolio of artwork from these courses.

In the beginning of the fall semester of their sophomore year all Graphic Design B.F.A. applicants will submit a portfolio consisting of ten to fifteen works of graphic design and other media. All work needs to be properly identified with the following information: name, medium, size, course title, and the date of execution. Submitted portfolios must have a written statement of personal educational goals, an official transcript, and be submitted to the Art and Design Department prior to the posted portfolio deadline. Following acceptance into all B.F.A. programs, students will consult with their academic advisor and submit their Declaration of Major form. Non-accepted students into the B.F.A. in Graphic Design may file a declaration for the B.A. in Studio Art or Graphic Design, and will be eligible to reapply in the next portfolio review.

Individuals whose GPA falls below the 3.0 minimum standard or whose design work is not at the appropriate level for the B.F.A. degree will be returned to the B.A. degree and will only be allowed to reapply when the B.F.A requirements are met.

Transfer Requirements for All B.F.A. Options

Transfer students are eligible to apply for the B.F.A. options provided they meet the admissions standards for the B.A. degree in Art as well as those required for the specific B.F.A. option applied to. Acceptance into the B.F.A. includes a review by the Art and Design faculty of a completed transfer course evaluation of all previously taken art courses.

Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements

40 credits minimum

Major Requirements

Graphic Design Option

80 credits

Foundation Core

12 credits

ART 101 Foundation Experience or IAART 100 Foundations of Design
IAART 110 Introduction to Art History
ART 125 Drawing I or IAART 120

100-level courses

8 credits

IAART 105 Graphic Design Process or ART 106 Graphic Design Foundation
ART 160 Typographic Form & Function

200-level courses

16 credits

ART 253 Digital Imaging
ART 260 Graphic Design Thinking
ART 262 Image as Message
ART 264 Web Design
300-level courses

12 credits

ART 360 Identity Design
ART 361 Graphic Design History
ART 366 Motion Design I

Art Studio Courses

8 credits
Select two from the following:

- ART 208 Ceramics I
- ART 224 Photography I
- ART 225 Drawing II
- ART 226 Painting I
- ART 244 Sculpture I
- ART 308 Ceramics II
- ART 324 Photography II
- ART 325 Drawing III
- ART 326 Painting II
- ART 333 Printmaking I
- ART 334 Printmaking II
- ART 344 Sculpture II

Art History Course

4 credits
Select one from the following:

- ART 211 Ancient Art
- ART 212 Medieval Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History
- IAART 391 Global Perspectives
- ART 492 Art History Seminar

400-level courses

20 credits

Intensive Graphic Design Studios
Select a total of four courses from the following:

- ART 460 Advertising Design
- ART 462 Illustration
- ART 464 Design for Mobile Media
- ART 465 Graphic Design Topics
- ART 466 Motion Design II
- ART 468 Design Center
- ART 497 Graphic Design/Studio Internship

ART 469 Graphic Design Portfolio

Studio Art Option

78 credits
Foundation Core

12 credits

ART 101 Foundation Experience or IAART 100 Foundations of Design
IAART 110 Introduction to Art History
ART 125 Drawing I or IAART 120

200-level courses

22 credits

ART 208 Ceramics I
ART 224 Photography I ART 226 Painting I
ART 225 Drawing II
ART 244 Sculpture I
ART 295 Sophomore Studio/Exhibit Practice (2 credits)

Art History courses

8 credits

Select two from the following:

- ART 211 Ancient Art
- ART 212 Medieval Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 315 Contemporary Art
- ART 290 Topics in Art History
- ART 492 Art History Seminar
- IAART 391 Global Perspectives

300-level courses

16 credits

ART 308 Ceramics II or ART 344 Sculpture II
ART 333 Printmaking I

Select two from the following:

- ART 308 Ceramics II
- ART 324 Photography II
- ART 325 Drawing III
- ART 326 Painting II
- ART 334 Printmaking II
- ART 344 Sculpture II

400-level courses

18 credits

ART 495 Senior Studio/Exhibit Practice
ART 496 BFA Senior Studio (2 semesters)

Select two from the following:

- ART 408 Ceramics III
- ART 424 Photography III
- ART 426 Painting III
- ART 434 Printmaking III
- ART 444 Sculpture III
- ART 490 Advanced Studio Topics

It is strongly recommended that BFA Studio Art students repeat either ART 225 Drawing II or ART 325 Drawing III.
Art & Design Option

78 credits

Foundation Core

12 credits

ART 101 Foundation Experience or IAART 100 Foundations of Design
IAART 110 Introduction to Art History
ART 125 Drawing I or IAART 120

100-level courses

8 credits

IAART 105 Graphic Design Process or ART 106 Graphic Design Foundation
ART 160 Typographic Form & Function

200-level courses

26 credits

ART 253 Digital Imaging I
ART 260 Graphic Design Thinking
ART 262 Image as Message
ART 264 Web Design
ART 295 Sophomore Studio/Exhibit Practice (2 credits)

Select two from the following:

- ART 208 Ceramics I
- ART 224 Photography I
- ART 225 Drawing II
- ART 226 Painting I
- ART 244 Sculpture I

Art History Course

4 credits

Select one from the following:

- ART 211 Ancient Art
- ART 212 Medieval Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History
- ART 315 Contemporary Art
- ART 492 Art History Seminar
- IAART 391 Global Perspectives

300-level courses

16 credits

ART 333 Printmaking I
ART 366 Motion Design

Select two from the following:

- ART 308 Ceramics II
- ART 324 Photography II
- ART 325 Drawing III
- ART 326 Painting II
- ART 334 Printmaking II
- ART 344 Sculpture II
400-level courses

10 credits

ART 469 Graphic Design Portfolio
ART 495 Senior Studio/Exhibit Practice
ART 496 B.F.A. Senior Studio

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

Art

Bachelor of Arts
School of Arts, Education, and Culture

The Bachelor of Arts (B.A.) degree in Art is designed to meet a variety of student needs through courses in art history, painting, sculpture, printmaking, ceramics, drawing, photography, and graphic design. Through the program's flexibility and rich variety, students are encouraged to develop their skills and broaden their knowledge in courses that can lead to graduate school or a variety of careers in visual art and graphic design. The degree is particularly well suited for those students interested in complementing an additional major and/or minor(s).

Studio Art Option

The Studio Art option introduces and fosters the individual development of six major areas of study: Drawing, Painting, Sculpture, Printmaking, Photography, and Ceramics. Throughout introductory, intermediate, and advanced courses, a balance of theoretical and technical knowledge is emphasized. The Studio Art option is designed to enable each student to focus on one of these areas.

Graphic Design Option

Graphic designers transform communication concepts into visual language using images and typography. The Graphic Design option provides students with a foundation in the theory and practice of graphic design. Graduates from the Graphic Design option are prepared for design-related careers such as web design, advertising, illustration, publishing, animation, and more.

The Bachelor of Fine Arts Degree

While the Bachelor of Arts is a strong liberal arts degree that can accommodate a minor or double major, students looking for a more professionally-oriented program or who have interest in graduate school in the visual arts should consider the Bachelor of Fine Arts program.

Art and Design Department Fellowships

The Art and Design Department offers five fellowships for outstanding junior and senior Art majors. The stipend is for one academic year and requires some service to the Art and Design Department on a weekly basis. The application process is conducted annually during the spring semester.

Use and Return of Student Artwork

Due to space limitations, 2-D student artwork left behind will be held for one semester and then disposed of; 3-D student artwork must be removed at the end of the semester in which it was completed or it will be disposed of (unless arrangements have been made between the individual instructor and the student).

Admissions Criteria

All students can be admitted directly into the Bachelor of Arts program in Studio Art or Graphic Design by indicating their intention upon acceptance to Keene State College. All B.F.A. applications in Studio Art, Graphic Design or Art & Design must first be declared into the B.A. program.
Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements

40 credits minimum

Major Requirements

52 credits – Studio Art Option
52 credits – Graphic Design Option

An Art major must select one of the following options:

Graphic Design Option

52 credits

Foundation Core

12 credits

ART 101 Foundation Experience or IAART 100 Foundations of Design
IAART 110 Introduction to Art History
ART 125 Drawing I or IAART 120

100-level course

8 credits

IAART 105 Graphic Design Process or ART 106 Graphic Design Foundation
ART 160 Typographic Form & Function

200-level courses

12 credits

ART 253 Digital Imaging
ART 260 Graphic Design Thinking
ART 264 Web Design

Art Studio 200-level

4 credits

Select one from the following:

- ART 208 Ceramics I
- ART 224 Photography I
- ART 226 Painting I
- ART 225 Drawing II
- ART 244 Sculpture I

Art History Course 200-400 level

4 credits

Select one from the following:

- ART 211 Ancient Art
- ART 212 Medieval Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History
- ART 315 Contemporary Art
- ART 492 Art History Seminar
- IAART 391 Global Perspectives
300-level courses

8 credits

ART 361 Graphic Design History
ART 366 Motion Design I

400-level courses

4 credits

Intensive Graphic Design Studio
Select one of the following:

- ART 464 Design for Mobile Media
- ART 465 Graphic Design Topics
- ART 466 Motion Design II

Studio Art Option

54 credits

Foundation Core

12 credits

ART 101 Foundation Experience or IAART 100 Foundations of Design
IAART 110 Introduction to Art History
ART 125 Drawing I or IAART 120

200-level courses

22 credits

ART 208 Ceramics I
ART 224 Photography I
ART 226 Painting I
ART 225 Drawing II
ART 244 Sculpture I
ART 295 Sophomore Studio/Exhibit Practice (2 credits)

Art History Course

4 credits

Select one from the following:

- ART 211 Ancient Art
- ART 212 Medieval Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History
- ART 315 Contemporary Art
- ART 492 Art History Seminar
- IAART 391 Global Perspectives

300-level courses

8 credits

ART 333 Printmaking I

Select one from the following:

- ART 308 Ceramics II
- ART 324 Photography II
- ART 325 Drawing III
- ART 326 Painting II
- ART 334 Printmaking II
400-level courses

8 credits

ART 495 Senior Studio/Exhibit Practice

Select one from the following:

- ART 408 Ceramics III
- ART 424 Photography III
- ART 426 Painting III
- ART 434 Printmaking III
- ART 444 Sculpture III
- ART 490 Advanced Studio Topics

Electives

Select courses to reach a total of 120 credits for the degree.

It is recommended that students in the B.A. program in Studio Art take additional studio art courses at the 300- and 400-level as well as additional Art History courses.

Students in the Graphic Design B.A. option are encouraged to take additional 200- and 300-level Studio Art courses. Students who plan to apply to graduate programs in the visual arts should consider the B.F.A. program.

Degree Requirements

120 credits

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Athletic Training

Bachelor of Science
School of Sciences, Sustainability, and Health

Effective 10/05/17 this program is under administrative review. There will be no admission to the program for newly admitted students (i.e., 2018FA on) while on administrative hold.

Keene State College offers a CAATE (Commission on Accreditation of Athletic Training Education) accredited undergraduate athletic training education program designed for those students who wish to pursue certification as an athletic trainer. Students who graduate with a degree in Athletic Training are eligible to take the BOC (Board of Certification) Athletic Training Certification Examination. The program prepares students for athletic training positions in educational, professional sport, military/law enforcement training, performing arts and clinical settings, as well as for graduate programs in Sports Medicine/Athletic Training, Exercise Physiology and Biomechanics or other Medical and Allied Health fields.

Because of the professional nature of Athletic Training and its responsibility to the public, the Program has established admissions, progression, and graduation standards for student selection and graduation; as such retention guidelines are REQUIRED.

Competency Requirements for Athletic Training

All students majoring in Athletic Training are required to be certified in Standard First Aid and CPR for the Professional Rescuer. Proof of a current certification card must be provided for the application and maintained for courses marked with a ¹. Once admitted, all students majoring in athletic training are required to be certified as an Emergency Medical Technician. Proof of certification must be provided and maintained for courses marked with a ². Students may enter Keene State College with these competencies or choose to enroll in course electives at Keene State College to complete the required competencies. These courses include HP 191 Standard First Aid/CPR; HP 240 Emergency Medical Technician; HP 242 EMT Practicum (2 credit) ¹.

Athletic Training Candidate Declaration

Entering first-year students must meet minimum entry requirements of the college. Students must complete a Declaration of Major form for the B.S. in Athletic Training at the time of First-Year Orientation. Students enrolled in HPAT 140 Introduction to
Athletic Training will be provided an Athletic Training Program Booklet with specific instructions and guidelines for retention & progression.

Fees

Additional expenses associated with the athletic training education program include:

- Students maintain Standard First Aid and CPR for the Professional Rescuer at the point of application and must maintain certification until after graduation.
- Students maintaining EMT Certification at the point of off-campus clinical assignments.
- Students must provide proof of immunization prior to clinical placement. Immunizations include: Tb, Varicella, MMR, Hepatitis B series.
- Travel outside of the Keene area is required for clinical experiences, and students are responsible for their own transportation.
- Students are responsible for the purchase of uniforms and medical equipment for clinical courses.
- Students are responsible for expenses associated with a required criminal background check prior to clinical placement due to laws in MA and VT where we have clinicals.
- Students are responsible for maintaining professional memberships and may attend or present at conferences and workshops.
- Liability Insurance: Students admitted to and enrolled in Athletic Training major clinical course, including the advanced clinical, are provided medical liability insurance; however, students may opt to purchase additional liability insurance for additional coverage.
- Students will incur additional costs when enrolling in HPAT 445 review due to the cost of the ACES Workshop that is required within the course. Additional fees for preparing for the BOCATC and the cost of the examination are necessary and will be paid for by the student.

Integrative Studies Requirements

40 credits minimum

Professional practice of Certified Athletic Trainers specifies the importance of understanding basic concepts in psychology. Athletic Training majors are advised to enroll in one psychology course as part of their Integrative Studies Program.

Athletic Training

(including major + allied requirements)

63+28=91

Major Requirements

63 credits

HPAT 140 Introduction to Athletic Training (2 credits)
HP 141 Wellness from Theory to Practice
HPAT 284 Injury Prevention Strategies¹ (2 credits)
HPAT 294 Athletic Training: Foundations Practicum (1 credit)
HP 340 Epidemiology of Injury and Illness
HPAT 341 Recognition of Sport-related Injuries and Illness
HPAT 342 Therapeutic Interventions I
HPAT 343 Therapeutic Interventions II
HP 344 Sports Nutrition
HPAT 383 Clinical Examination Strategies¹ (2 credits)
HPAT 384 Advanced Clinical Examination¹ (2 credits)
HPAT 385 Emergent Care Strategies⁶ (2 credits)
HPAT 441 Pharmacology and Pathology for Athletic Trainers
HPAT 443 Health Care Administration of Athletic Training
HP 460 Experimental Design and Analysis for Physical Education
HPAT 483 Athletic Training: Clinical I²
HPAT 484 Athletic Training: Clinical II²
HPAT 493 Athletic Training: Advanced Clinical² (6 credits)
HPAT 494 Athletic Training: Advanced Practicum² (2 credits)
Allied Requirements for Athletic Training

28 credits

- MATH 141 Introductory Statistics
- INCHEM 103 Fundamentals of Chemistry (Accepted course substitution: INCHEM 100 or INCHEM 111)
- INPHYS 141 College Physics I
- BIO 230 Human Anatomy and Physiology I
- BIO 232 Human Anatomy and Physiology II
- HP 200 Applied Kinesiology
- HP 201 Physiology of Exercise

Elective Courses

- HP 191 First Aid/CPR (1 credit) to meet the competency of Emergency Cardiac Care
- HP 240 Emergency Medical Technician and HP 242 EMT Practicum (2 credits) to meet the competency of EMT certification eligibility
- HPAT 445 BOC ATC Examination Preparation and Review (1 credit) to be eligible to sit for the BOCATC examination

Progression Criteria

Students are accepted to the College as Athletic Training Majors. Students are advised and assisted with program planning throughout the program of study. Because of the professional nature of Athletic Training and its responsibility to the public, the Athletic Training program has established standards for progression and graduation.

With an enrollment target of 16 pre-certification students in each cohort, progression to upper level courses and the clinical component of the Athletic Training Major occurs in April for first year students and November for eligible Accelerated Transfers. Requirements are reviewed each semester to monitor student's eligibility for progression. Pre-Certified Athletic Trainer candidates are eligible to sit for the Board of Certification-ATC exam during their last semester before completion of the Athletic Training major.

The Athletic Training curriculum is tightly structured and has sequential coursework, so it is essential that new students begin the major in their first year at Keene State College. Transfers and other students who begin the major at the sophomore or junior year should plan on staying an additional one to three semesters beyond the traditional four-year schedule to complete the program. Any student who competes in a varsity or club sport will likely complete the Athletic Training major in more than four years because of conflict of practice times and required athletic training clinical education. First year students who intend to apply to this major must enroll in INCHEM and HP 141 for the Fall semester and HPAT 140 and MATH 141 for the Fall or Spring semester and BIO 230 for the Spring semester.

Technical Standards for Admission

The Athletic Training Educational Program at Keene State College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential abilities considered necessary for students progressing through the clinical education portion of this program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be eligible for progression.

Transfers

- More than 30 credits
- Successful completion of Human Anatomy and Physiology I, a Chemistry course, and Statistics
- Attend mandatory Athletic Training meeting with the Program Coordinator to complete an Accelerated Transfer Sequence form
- Meet the minimum GPA requirement of a 2.75 from the previous institution
- Enter the institution with Standard First Aid and CPR for the Professional Rescuer. Proof of a current certification card must be provided.

The progression to the clinical component of the program requires Accelerated Transfers to submit portfolios by November 30 and complete the Certified Background package by December 30. Review of transfer students’ applications and official notification of the results of this review would occur before the start of the spring semester.
First Year
The progression to the clinical component of the program requires freshman/first-year students to submit portfolios by April 15 and complete the Certified Background package by May 15. Review of portfolios and official notification of the results of this review would occur during the summer.

Athletic Training Clinical Portfolio
Students progressing to begin the clinical portion of the major must submit a portfolio documenting each of the following components (please note details of the Retention Application and some components will occur in HPAT 140):

- Overall GPA of 2.75
- Completion of required allied courses of a grade C or better
- Required major courses of grade BC or better.
- Successful proof or completion of required competencies including: Proof of Emergency Cardiac Care (i.e. CPR for the Professional Rescuer/Healthcare Provider)
- Students must provide documentation of the following health requirements: proof of immunization (Hepatitis B, MMR, etc.) and TB screening.
- Castle Branch Background Check and Drug Screening
- Retention Application
  - Performance evaluation by the Keene State College Clinical Faculty
  - A minimum of 25 observation hours of pre-professional clinical experience in the Keene State College Athletic Training Room
  - Recommendation Form for admission by two Keene State College faculty or staff.

Eligible students' progression to the clinical portion of the program will be based on seat availability. In the event that more students are eligible than there are seats, students will be ranked based on GPA in Allied requirements and quality of Retention Application.

Students must meet the following criteria to progress to each clinical course. Clinical Athletic Training I, II, Athletic Training Advanced Clinical, Athletic Training Advanced Practicum require the following:

1. Proof of CPR for Standard First Aid and CPR for the Professional Rescuer.
2. Proof of successful completion of Emergency Medical Technician course, with eligibility for National Registry Examination and Certification
3. Show progression from 2.75 to 3.0 GPA.
4. Completion of the required Athletic Training major courses with a grade BC or better
5. Completion of Allied courses with a grade C or better.
6. Background check per initial portfolio submission

Admission to HPAT 493 Athletic Training: Advanced Clinical: Students are required to submit letters of intent to register for HPAT 493 Athletic Training: Advanced Clinical following completion of courses leading up to and including junior level courses in the Athletic Training Major. The Advanced Clinical Application Deadline is March 1 of the junior/3rd year. Students should apply for a fall sport rotation or for a winter/spring sport rotation. Portfolios will be reviewed prior to placing students in the Advanced clinical.

In addition to the progression requirements, the following criteria will be applied to HPAT 493 enrollment:

1. Successful completion of a minimum of 75 credits
2. Successful completion of required clinical proficiencies and comprehensive competencies at the proficient level (evaluated in previous clinical courses).
3. Overall GPA of 3.0

If a student is not retained, the student will receive a letter that will clearly indicate the deficiency and clearly define how it should be addressed. A consultation will be scheduled with the Athletic Training Education Program Coordinator. During this conference, the student will be notified of any course adjustments and will need to indicate their willingness to address the deficiency in order to progress toward degree completion. The student will be eligible for progression once the deficiency is met.

Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits
(Total degree requirements may change pending Integrative Studies requirements.)

**Biology**

**Bachelor of Arts**

**School of Sciences, Sustainability, and Health**

The Bachelor of Arts in Biology provides an introduction to the discipline and an opportunity to integrate the study of Biology with another field. In contrast to the B.S. program, the B.A. requires fewer credits in both biology and related sciences, permitting a student to complete a second major or additional courses in another discipline such as Chemistry, Psychology, Elementary Education, Journalism, Art, Management, or Computer Science; thus, it satisfies the needs of students with a combination of interests.

**Integrative Studies Requirements**

40 credits minimum

**Major Requirements**

52 credits

**Core Courses**

24 credits

BIO 110 Molecules and Cells¹
BIO 111 Evolution and Ecology¹
BIO 311 Genetics
BIO 312 Cell Biology
BIO 313 Population and Community Ecology
BIO 395 Biology Junior Seminar

¹ Students must earn a grade C or higher in both BIO 110 and BIO 111 in order to take any 200-level or higher BIO course (other than BIO 230 and BIO 332 which have separate prerequisites listed in the Catalog).

**Upper-Level Biology Electives**

12 credits

Select any 300- or 400-level BIO courses to bring total credits in Biology to 36 credits.

**Related Science or Math Courses**

16 credits

INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II

Select one of the following:

- INPHYS 141 College Physics I
- INGEOL 151 Physical Geology
- INPHYS 241 University Physics I

Select one of the following:

- MATH 141 Introductory Statistics
- PSYC 251 Psychological Statistics

**Teacher Certification**

Dual Major in Education

- Secondary Education
Electives
Select additional courses to reach a total of 120 credits.

Degree Requirements
120 credits

Biology

Bachelor of Science
School of Sciences, Sustainability, and Health

The Bachelor of Science program in Biology is designed to stimulate intellectual and personal growth through an examination of the fundamental properties of living systems, the application of experimental and descriptive methods of discovery, and the consideration of the social, ethical, and aesthetic aspects of biological knowledge. The B.S. program also provides undergraduate preparation for technical employment or post-baccalaureate study in graduate school or for professions such as medicine, dentistry, veterinary medicine, teaching, and natural resource management. A Biology major considering graduate or professional school should confer with a Biology advisor to plan a program to meet the student's specific needs and assure entrance into such a school.

Integrative Studies Requirements
40 credits minimum

Major Requirements
76 credits

Core Courses
24 credits

BIO 110 Molecules and Cells¹
BIO 111 Evolution and Ecology¹
BIO 311 Genetics
BIO 312 Cell Biology
BIO 313 Population and Community Ecology
BIO 395 Biology Junior Seminar

¹ Students must earn a grade C or higher in both BIO 110 and BIO 111 in order to take any 200-level or higher BIO course (other than BIO 230 and BIO 332 which have separate prerequisites listed in the Catalog).

Upper-Level BIO Electives
24 credits

Select any six 300- or 400-level BIO courses to bring total credits in Biology to 48 credits.

Related Science or Math Courses
24 credits

INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II
CHEM 221 Organic Chemistry I
CHEM 222 Organic Chemistry II
INPHYS 141 College Physics I or INPHYS 241 University Physics I
PHYS 142 College Physics II or PHYS 242 University Physics II
MATH 141 Introductory Statistics or PSYC 251 Psychological Statistics

Teacher Certification

Dual Major in Education

• Secondary Education
Electives
Select additional courses to reach a total of 120 credits for the degree.

Degree Requirements
120 credits

Chemistry
Bachelor of Arts
School of Sciences, Sustainability, and Health
Broadly based in the liberal arts tradition, the B.A. in Chemistry has been designed for students interested in careers in areas that use chemistry as a base, such as the health-related professions, pharmaceutical marketing, secondary science education, chemistry-related industry, and/or entrance to graduate school. By combining this major with any one of a number of majors or minors, considerable flexibility is provided to the student. A specific articulation with the Education department (secondary option) is available and allows students to complete a dual major (B.A. in Chemistry, B.S. in Education) with Chemistry certification.

Integrative Studies Requirements
40 credits minimum

Major Requirements
60 credits

Core Courses
28 credits
INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II
CHEM 221 Organic Chemistry I
CHEM 222 Organic Chemistry II
CHEM 251 Quantitative Analysis
CHEM 342 Physical Chemistry II
CHEM 375 Biochemistry

Related Field
24 credits
BIO 110 Molecules and Cells
MATH 141 Introductory Statistics
MATH 151 Calculus I
MATH 152 Calculus II
INPHYS 141 College Physics I
PHYS 142 College Physics II

Teacher Certification

Dual Major in Education
• Secondary Education

Additional Major Requirements
• CHEM 363 Inorganic Chemistry

Electives
For the B.A. in Chemistry, 8 credits of CHEM Electives at the 300 level or above must be completed. Select additional courses to reach a total of 120 credits.
Degree Requirements

120 credits

Chemistry

Bachelor of Science
School of Sciences, Sustainability, and Health

The Chemistry major is accredited by the Committee on Professional Training of the American Chemical Society (ACS). Completion of this program leads to a B.S. in Chemistry with American Chemical Society Certification. The major is generally oriented toward preparing students to become professional scientists. At the same time, the curriculum is rigorous, yet flexible enough to prepare students for immediate employment, graduate study, or work in an allied profession.

From introductory through advanced courses, students have access to departmental instrumentation and facilities. The faculty values a hands-on approach to chemical education. The major is structured to provide a strong foundation and to allow for faculty-directed independent research or interdisciplinary study.

Students considering a major in Chemistry should consult a member of the faculty for advice on the sequence of courses, as the courses in related fields described below are prerequisites for upper-level Chemistry courses.

Integrative Studies Requirements

40 credits minimum

Major Requirements

72 credits

Core Courses

48 credits

INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II
CHEM 221 Organic Chemistry I
CHEM 222 Organic Chemistry II
CHEM 251 Quantitative Analysis
CHEM 341 Physical Chemistry I
CHEM 342 Physical Chemistry II
CHEM 363 Inorganic Chemistry
CHEM 375 Biochemistry
CHEM 421 Advanced Synthetic Chemistry
CHEM 454 Instrumental Analysis

Select one from the following:

- CHEM 321 Organic Chemistry III
- CHEM 333 Medicinal Chemistry
- CHEM 365 Organometallics
- CHEM 373 Polymer Chemistry

Related Field

24 credits

BIO 110 Molecules and Cells
MATH 141 Introductory Statistics
MATH 151 Calculus I
MATH 152 Calculus II

Select one pair from the following:

- INPHYS 141 College Physics I and PHYS 142 College Physics II
- or
- INPHYS 241 University Physics I and PHYS 242 University Physics II
Electives
Select additional courses to reach a total of 120 credits.

Degree Requirements
120 credits

Chemistry-Physics
Bachelor of Science
School of Sciences, Sustainability, and Health

In today's changing job market, competency in two or more basic fields of science enhances opportunity for employment and professional growth potential. This major fulfills such a need. This interdisciplinary major provides grounding in two related sciences, with balance in both.

For a dual major in Education, please refer to the Secondary Education option. In addition, students are required to take Molecules and Cells (BIO 110) and Biochemistry (CHEM 375).

Integrative Studies Requirements
40 credits minimum

Major Requirements
72 credits

The Chemistry/Physics program consists of 28 credits in Chemistry and 24 credits in Physics. For graduate study in either field, a few additional courses may be necessary.

Core Courses
52 credits
INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II
CHEM 221 Organic Chemistry I
CHEM 222 Organic Chemistry II
CHEM 251 Quantitative Analysis
CHEM 342 Physical Chemistry II
CHEM 363 Inorganic Chemistry
INPHYS 241 University Physics I
PHYS 242 University Physics II
PHYS 260 Electronics
PHYS 275 University Physics III
PHYS Electives (8 credits; 300-level and above)

Related Courses
20 credits
MATH 141 Introductory Statistics
MATH 151 Calculus I
MATH 152 Calculus II
MATH 251 Vector Calculus (MATH 251 is waived for the Teacher Certification Option only)
ISCS 140 Programming Foundations I

Teacher Certification

Dual Major in Education
• Secondary Education
Additional Major Requirements

- BIO 110 Molecules and Cells
- CHEM 375 Biochemistry

Electives
Select additional courses to reach a total of 120 credits.

Degree Requirements
120 credits

Communication

Bachelor of Arts
School of Arts, Education, and Culture

The Communication major is an interdisciplinary program combining courses in Communication and Philosophy. The major is designed to take a broad-based, humanities-centered view of the symbolic ways humans create meaning. The program will focus on the development of skills as students learn to work with various communication tools to improve their own ability to interact effectively with others. Students will also increase their critical awareness as they study the structure, patterns, and effects of communication on both themselves and society. Communication majors go on to graduate and professional schools, work as teachers, writers, and social activists, or work in a variety of fields utilizing a liberal arts education including human resources, media, advertising, public relations, politics, and many other fields.

Students majoring in Communication must complete a minimum of 9 courses (36 credits) in the areas specified below. An average of C or higher must be earned in courses counted toward the major. Communication majors may count three courses used for the major toward a minor in Philosophy; however, credits may not be counted twice.

Language Requirement
Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements
40 credits minimum

Major Requirements
36 credits

Students may declare the major after consultation with a faculty member and completion of the declaration of major form. At the time of declaration, the student must select either the Communication Studies Option or the Philosophy Option.

Introductory Courses
8 credits
IHCOMM 171 Public Speaking
IHPHIL 100 Logical Argumentation

Research Methods
4 credits
Select one research Methods course:
- COMM 472 Quantitative and Qualitative Methods
- COMM 473 Rhetorical Criticism
- PHIL 313 Philosophy and the Holocaust
- PHIL 340 Politics of Multiculturalism
- PHIL 370 Philosophy of Language
- PHIL 406 Existentialism and Film
Ethics

4 credits

Select one Ethics course:

- COMM 220 Ethics in Communication
- IHPHIL 220 Ethics

Electives in the Major

16 credits

Communication Studies Option

Select four electives that meet the following criteria:

- At least two courses must be from Group 1
- At least one course must be from Group 2
- A maximum of one course can be from Group 3
- At least two courses must be at the 300 or 400 level, including at least one of the courses from Group 1.

Philosophy Option

Select four electives that meet the following criteria:

- At least one course must be from Group 1
- At least two courses must be from Group 2
- A maximum of one course can be from Group 3
- At least two courses must be at the 300 or 400 level, including at least one of the courses from Group 2.

Group 1:

- COMM 240 Visual Communication
- COMM 275 Interpersonal Communication
- COMM 278 Group Interaction
- COMM 290 Special Topics
- COMM 372 Intercultural Communication
- COMM 378 Persuasion
- COMM 379 Internship
- COMM 472 Quantitative and Qualitative Methods
- COMM 473 Rhetorical Criticism
- COMM 490 Advanced Special Topics

Group 2:

- PHIL 231 Comparative Religion
- PHIL 250 Sex, Gender, Justice
- PHIL 280 Knowledge and Reality
- PHIL 290 Special Topics
- PHIL 304 American Philosophy
- PHIL 306 Existentialism and Literature
- PHIL 313 Philosophy and the Holocaust
- PHIL 340 Politics of Multiculturalism
- PHIL 350 Aesthetics
- PHIL 360 Philosophy of Law
- PHIL 370 Philosophy of Language
- PHIL 380 Why Not Anarchy?
- PHIL 406 Existentialism and Film
- PHIL 490 Advanced Special Topics
Group 3:
- IHJRN 101 Media and Society
- JRN 130 Writing for the Media
- JRN 155 Digital Journalism
- MGT 301 Organizational Theory and Behavior
- MGT 333 Advertising and Promotion
- MGT 355 Business Negotiations
- IIMGT 305 Organizational Diversity
- IIWGS 240 Gender and the Media
- IIWGS 250 Race, Sexuality, and Representation
- WGS 303 Latina Feminist Theory
- WGS 304 Feminist Media Theory

Capstone 4 credits
- COMM 479 Senior Project

Electives
Select courses to reach a total of 120 credits for the degree

Degree Requirements
120 credits

Computer Science

Bachelor of Arts
School of Sciences, Sustainability, and Health

The Bachelor of Arts in Computer Science provides an introduction to the discipline and an opportunity to integrate Computer Science (CS) with another field. In contrast to the B.S. program, the B.A. requires fewer credits in CS, permitting a student to complete a second major, minor, or courses in another discipline such as Mathematics, Management, and Physics; thus it satisfies the needs of students with a combination of interests.

Integrative Studies Requirements
40 credits minimum

Core Requirements
30 credits
- ISCS 140 Programming Foundations I
- CS 185 Programming Foundations II
- CS 280 Data Structures & Algorithms
- MATH 135 Discrete Mathematics for CS
- Recommended but not required: MATH 141 Introductory Statistics

Select one of the following skills courses:
- ISCS 150 Website Design & Construction
- INCS 160 Microcomputer Systems

Select one of the following computer fundamentals courses:
- CS 215 Operating System Administration
- CS 265 Computer Architecture

Select one of the following second language courses:
- CS 205 Visual Programming
ISCS 210 Python Programming
• CS 225 C++ Programming
• CS 230 Programming for Industry
• CS 310 Systems Programming: C & Assembler
• CS 290 or ISCS 199 topics will be allowed with department approval

Select one of the following field experience courses:
• CS 293 Supervised Field Experience (2 Credits)
• CS 493 Advanced Supervised Field Experience (2 Credits)

Upper-Level Requirements
20 credits
Select five of the following courses, including a minimum of two (2) 400-level courses:
• CS 310 Systems Programming: C & Assembler
• CS 320 Operating Systems Design
• CS 340 Internet Programming
• ISCS 350 Systems Analysis & Project Management
• CS 355 Computer Networks
• CS 360 Database Systems
• CS 375 Software Engineering
• ISCS 380 Digital Image Processing
• CS 395 Mobile Computing
• CS 410 Advanced Software Development
• CS 420 E-Commerce Development
• CS 430 Principles of Programming Languages
• CS 440 Software Engineering Project
• CS 455 Cryptography & Network Security
• CS 460 Data Warehousing & Advanced SQL
• CS 490 Advanced Special Topics
• CS 495 Artificial Intelligence & Robotics
• CS 496 Games Programming
• CS 498 Independent Study (allowed with department approval)

Electives
Select additional courses to reach a total of 120 credits for the degree.

Degree Requirements
120 credits

Computer Science
Bachelor of Science
School of Sciences, Sustainability, and Health

The Bachelor of Science (BS) in Computer Science provides students a rigorous curriculum beginning with a thorough grounding in a set of core courses in computer science (CS). The Bachelor of Science in Computer Science degree offers four options: Computer Science, Cybersecurity, Software Development and Engineering, or Computational Mathematics. The anticipated end result is a set of graduates who are prepared for their chosen vocation, be it graduate school or employment. Specific requirements are listed for each option.

Integrative Studies Requirements
40 credits
Major Requirements

68-66 credits

Core Requirements

26 credits

ISCS 140 Programming Foundations I
CS 185 Programming Foundations II
CS 265 Computer Architecture
CS 280 Data Structures and Algorithms
MATH 135 Discrete Mathematics for CS

Recommended but not required: MATH 141 Introductory Statistics

Select one course from the following second language courses:

- ISCS 205 Visual Programming
- ISCS 210 Python Programming
- CS 225 C++ Programming
- CS 230 Programming for Industry
- CS 310 Systems Programming: C & Assembler (required for Cybersecurity option)
- CS 290 or ISCS 199 topics (with department approval)

One of the following:

- CS 293 Supervised Field Experience (2 Credits)
- CS 493 Advanced Supervised Field Experience (2 Credits)

Computer Science Option

36 credits

Select one of the following:

- ISCS 150 Website Design and Construction
- INCS 160 Microcomputer Systems

Select eight of the following courses, including a minimum of three 400-level courses:

- MATH 151 Calculus I
- CS 310 Systems Programming: C & Assembler
- CS 320 Operating Systems Design
- CS 340 Internet Programming
- ISCS 350 Systems Analysis & Project Management
- CS 355 Computer Networks
- CS 360 Database Systems
- CS 375 Software Engineering
- ISCS 380 Digital Image Processing
- CS 395 Mobile Computing
- CS 410 Advanced Software Development
- CS 420 E-Commerce Development
- CS 430 Principles of Programming Languages
- CS 440 Software Engineering Project
- CS 455 Cryptography & Network Security
- CS 460 Data Warehousing & Advanced SQL
- CS 490 Advanced Special Topics
- CS 495 Artificial Intelligence & Robotics
- CS 496 Games Programming
- CS 498 Independent Study

MATH 152 Calculus II (Recommended)
Cybersecurity Option

36 credits
INCS 160 Microcomputer Systems
CS 215 Operating Systems Administration
CS 310 Systems Programming: C & Assembler
CS 320 Operating Systems Design
CS 355 Computer Networks
CS 455 Cryptography & Network Security

One 300-level CS elective

Two 400-level CS elective (Appropriate CS 490 and CS 498 topics will be allowed with department approval).

MATH 151 Calculus I is recommended.

Software Development & Engineering Option

32 credits
ISCS 150 Website Design & Construction
CS 340 Internet Programming
CS 355 Computer Networks
CS 360 Database Systems
CS 375 Software Engineering
CS 440 Software Engineering Project
CS 495 Artificial Intelligence & Robotics

Select one of the following:
- CS 410 Advanced Software Development
- CS 420 E-Commerce Development
- CS 460 Data Warehousing & Advanced SQL

MATH 151 Calculus I (Recommended)

Computational Mathematics Option

40 credits
MATH 151 Calculus I
MATH 152 Calculus II

Select two of the following MATH courses:
- MATH 231 Linear Algebra
- MATH 241 Probability & Statistics I
- MATH 362 Math Modeling and Computing

Select one of the following skills courses:
- ISCS 150 Website Design and Construction
- INCS 160 Microcomputer Systems

Select three of the following courses:
- CS 320 Operating Systems Design
- CS 355 Computer Networks
- CS 360 Database Systems
- CS 375 Software Engineering

Select two of the following:
- CS 410 Advanced Software Development
- CS 430 Principles of Programming Languages
- CS 440 Software Engineering Project
• CS 455 Cryptography & Network Security
• CS 460 Data Warehousing & Advanced SQL

General Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements
120 credits

Construction Safety Sciences
Bachelor of Science
School of Sciences, Sustainability, and Health

This major prepares students for a variety of occupational safety and health program management positions in the private and public construction sector. Emphasis is placed on critical thinking, hazard identification and prioritization, problem solving, cost effectiveness, professional skills in programmatic management, and safety and environmental regulatory compliance. Graduates will have the capacity to pursue graduate study or transition directly into careers in loss control, risk management, organizational safety, and consulting.

Students should meet with a Construction Safety Sciences advisor as soon as they express an interest in this area to review course requirements, admission and progression criteria. It is expected that students in this program will be highly motivated and will demonstrate academic excellence during their passage through the program. To progress, students will need to meet certain milestones. Students who are unable to meet the criteria described below will have the opportunity to complete the B.S. in Safety and Occupational Health Applied Sciences (SOHAS) program.

Admission and Progression Criteria
• Minimum high school GPA of 3.0 or greater
–or–
• Minimum college transfer GPA of 2.5 or greater

For transfer students, equivalent transferred courses will be considered for substitution by the SOHAS faculty and Chair.

Once accepted to Keene State College, to be accepted to the Construction Safety Sciences program:

1. Earn a cumulative 2.5 GPA or higher in the following three courses:
   o ITW 101 Thinking and Writing
   o INSafe 103 Safety Chemistry
   o SAFE 202 Occupational Safety
2. Successfully complete the Basic Math Capability Assessment Exam

Basic Math Capability Assessment Exam
Successful completion of this exam is required for all Construction Safety Sciences students in their first year at Keene State College. The exam is given throughout the fall and spring semesters at the Math Center. To schedule an appointment to take the exam, please contact the Math Center at (603) 358-2023 or www.keene.edu/mathctr.

• The exam is a five-part diagnostic exam testing your knowledge and skills in the following areas. Each part contains 10 questions, for a total of 50 questions: 1) Fractions, 2) Decimals, 3) Ratios and Proportions, 4) Percentages, and 5) Measurements.
• Use of a non-programmable calculator is acceptable.
• Basic conversions should be memorized. They will not be given on the exam.
• You will be given exactly ONE HOUR to complete this exam.
• The results of the exam will be emailed to you within two weeks of taking the exam via your ksc.keene.edu email address.

The FIRST time you take the exam, there are 3 outcomes:

1. Score at least 80% on each of the five topics listed above on your first attempt, then you have passed the exam and have met the basic math requirement for the Construction Safety Sciences program.
2. Score less than 80% on 1 of the topics listed above on your first attempt, you will need to complete the assigned review work on that topic, have the work checked by a tutor at the Math Center, and then take a quiz on that topic.
Each quiz contains 10 questions. Once you pass the quiz by answering at least 8 out 10 questions correctly, you have met the basic math requirement for the Construction Safety Sciences program.

3. Score less than 80% on 2 or more of the 5 topics listed above on your first attempt at the exam, you must take the ENTIRE EXAM a second time. There is no carryover of results from your first attempt. You must seek help from the peer tutors at the Math Center for help on the sections you did not pass.

If you need to RETAKE the exam, there are 3 outcomes:

1. If you answer at least 8 out of 10 questions correctly (at least 80%) on each of the five topics listed above on your second attempt, then you have passed the exam and have met the basic math requirement for the Construction Safety Sciences program.
2. If you score less than 80% on 1 of the topics listed above on your second attempt, you will need to complete the assigned review work on that topic, have the work checked by a tutor at the Math Center, and then take a quiz on that topic. Each quiz contains 10 questions. Once you pass the quiz by answering at least 8 out of 10 questions correctly, you have met the basic math requirement for the Construction Safety Sciences program.
3. If you score less than 80% on 2 or more of the topics you will be advised of other academic options such as a B.S. in Safety and Occupational Health Applied Sciences.

If you have any questions regarding this exam, please contact the Math Center.

Program Progression

Each student in the Construction Safety Sciences (CSS) major is required to meet the progression criteria identified by year (listed below). Failure to meet specified criteria will result in a faculty advisor review of the student’s performance and may result in remedial action plan. Failure to meet requirements of a written remedial action plan will result in removal from the CSS program.

To remain in the CSS Program, the student must meet these basic requirements:

- Maintain a cumulative GPA of 2.50 or higher.
- Uphold and honor the KSC Code of Conduct (cases of academic dishonesty and other violations of the code will result in expulsion from the program).

Recommended:

- Join the Student Chapter of the American Society of Safety Professionals. It is highly recommended that students also attend and participate in meetings and activities.
- Join and engage with Rho Kappa Sigma (RSK), National Safety Honor Society (if grades allow) and engage in meetings and activities

In addition to the basic requirements, a student must complete the following requirements by year of progression in the CSS program. Failure to do so will result in removal from the program.

First Year (if completing the CSS program in 3 years)

1. Complete the first summer Boot Camp (either SAFE 208 or SAFE 209)
2. Complete SAFE 210 Construction Internship I earning a grade of C or better, or be withdrawn from the program. A summary of accomplishments from these experiences (and artifacts/projects) will be included in each student's portfolio. See the internship syllabi for specific artifacts.
3. Boot Camp and Internship assignments identified per syllabi are to be completed as required and retained in a portfolio. Portfolios will be presented at the start of the second year to SOHAS faculty.

Second Year (if completing the CSS program in 3 years)

1. Complete second summer Boot Camp (not to repeat Boot Camp completed in Year 1).
2. Complete SAFE 410 Construction Internship II earning a grade of C or better, or be withdrawn from the program. A summary of accomplishments from these experiences (and artifacts/projects) will be included in each student's portfolio See the internship syllabi for specific artifacts.
3. Boot Camp and Internship assignments identified per syllabi are to be completed as required and retained in a portfolio. Portfolios will be presented at the start of the third year to SOHAS faculty.

Note: The explicit progression criteria are based on a 3 year degree completion plan. If the CSS degree is to be completed in 4 years, then the first and second year criteria apply to the second and third years respectively relative to Boot Camp and Internship requirements.

Integrative Studies Requirements

40 credits minimum
Major Requirements

100 credits

Core Courses

60 credits

INSAFE 103 Safety Chemistry
SAFE 202 Occupational Safety
SAFE 205 Construction Methods
SAFE 206 Construction Safety Standards
SAFE 207 Human Factors in Construction
SAFE 301 Loss Prevention
SAFE 302 Law and Ethics in Safety
SAFE 303 Safety and Health Standards
SAFE 304 Environmental Law and Regulation
SAFE 305 Health Hazard Identification
SAFE 306 Behavioral Based Safety
SAFE 307 Safety Management Systems
SAFE 308 Construction Safety Practices
SAFE 309 Construction Emergency Action Plans
SAFE 403 Construction Industrial Hygiene

Construction Boot Camp

16 credits

SAFE 208 Construction Boot Camp I (8 credits)
SAFE 209 Construction Boot Camp II (8 Credits)

Internships

8 credits

SAFE 210 Construction Internship I
SAFE 410 Construction Internship II

Required Allied Discipline Courses

16 credits

MATH 120 Applied Algebra and Trigonometry
IHSP 101 Elementary Spanish I *
IHSP 102 Elementary Spanish II
INPHYS 201 Phenomenal Science or INPHYS 131 Engineering Fundamentals

*Construction Safety Sciences students who have had no prior Spanish should register for IHSP 101. However, students with successful high school or college study should consult with their CSS faculty advisor and Spanish faculty to determine the appropriate level of Spanish. If IHSP 101 is waived due to prior study, the minimum proficiency is IHSP 102, and the student will proceed with 4 ISP elective credits to satisfy degree requirements

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

Criminal Justice Studies

Bachelor of Arts
School of Sciences, Sustainability, and Health

Criminology/Criminal Justice is a broad field of study that includes the contributions and approaches of many of the social and behavioral sciences, as well as areas of study such as law and ethics, as they relate to the phenomenon of crime. The
Criminal Justice Studies major prepares students for employment in a wide variety of criminal justice agencies, under local, state and federal jurisdictions, as well as the private sector. This major can also serve as a foundation for graduate study in criminology, law, social work, sociology, psychology, and government including public administration.

Students must earn a grade of "C" or higher in CJS 101, CJS 240, SOC 301, and SOC 303. Courses may be retaken once to meet this requirement. If, after taking the course a second time, a student has not achieved the required grade, the student should meet with the student's advisor or the department chair to discuss implications.

Integrative Studies Requirements

40 credits minimum

Major Requirements

44 credits

Criminal Justice Studies Required Courses

28 credits

CJS 101 Introduction to Criminal Justice Studies
CJS 240 Criminology
CJS 330 Criminal Law and Procedure or POSC 316 Constitutional Law
CJS 342 Advanced Criminology
SOC 301 Sociological Research Methods
SOC 303 Sociological Quantitative Analysis

Select one of the following capstone courses:

- CJS 461 White-Collar Crime
- CJS 463 Law and Society
- CJS 467/PSYC 467 Human Behavior and the Legal System
- CJS 469 The Sociology of Punishment
- CJS 471 Women and Crime
- CJS 473 Race and Crime in the Media
- CJS 490 Advanced Special Topics in Criminal Justice Studies

Criminal Justice Studies Elective Courses

16 credits minimum

Students must select Four (4) additional courses (or courses totaling 16 credits) from the CJS Elective Courses list. Two (2) of these courses must be at the 300 level or higher. Note that special topics courses may be available. Contact the Criminal Justice Studies coordinator for a list of qualified topics courses. Furthermore, the student should be aware that some of the courses listed below have prerequisites that must be met or waived by the instructor of record before they can be registered for the course.

Topics in Criminal Justice Studies

- CJS 201 Corrections
- CJS 250 Homeland Security
- CJS 290 Topics in Criminal Justice
- CJS 310 Perspectives on U.S. Policing
- CJS 320 Case Studies in Violence
- CJS 352/SOC 352 Sociology of Deviance
- CJS 365 Juvenile Delinquency
- CJS 372 Criminal Justice Administration
- CJS 390 Studies in Criminal Justice
- CJS 465 Terrorism
- IHPHIL 220 Ethics

Courts, Law and Politics

- CJS 340/WGS 340 Gender and the Law
- HGS 313/PHIL 313 Philosophy and the Holocaust
• ISPOSC 211 State and Local Politics
• PHIL 360 Philosophy of Law
• SAFE 304/ENST 304 Environmental Law and Regulation

Topics in Sociology and Anthropology
• ISANTH 323 Anthropology of Conflict and Violence
• ISSOC 310 Social Problems
• SOC 325 Ethnic Relations
• SOC 328 Social Policy
• SOC 433 Social Movements
• SOC 475 Social Stratification
• SOC 480 Political Sociology

Topics in Psychology and the Human Services
• PH 200 Alcohol and Other Drugs: The Fundamentals
• IIPSYC 350 When Harm is Done
• PSYC 221 Social Psychology
• SOC 234 Introduction to Social Work

Topics in Forensics
• ANTH 332/CJS 332 Forensic Anthropology
• INCHEM 201 Forensic Science

Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements
120 credits

Earth/Space Science

Bachelor of Arts
School of Sciences, Sustainability, and Health
This program is designed to prepare candidates for teaching Earth/Space science in grades 7-12. In addition to meeting all of the degree requirements set by Keene State College (Earth/Space, education, and integrative studies), this program will result in certification for secondary school teaching by the state of New Hampshire in a nationally recognized science education program. Graduates of this program will possess the skills and knowledge necessary to be successful secondary teachers who can fill the critical shortage in this teaching area not only in New England, but across the country.

Integrative Studies Requirements
40 credits minimum
Specific requirements for Integrative Studies can be found in the appropriate section of the catalog.

Major Requirements
72 credits
Seventy-two (72) credits, including courses applied to Integrative Studies. Please note that students seeking certification at the secondary level in Earth and Space Science should refer to the Secondary Education option in the Education major section of the catalog for a list of additional course requirements.

INGLEOL 151 Physical Geology
GEOL 206 Oceanography
GEOL 252 Evolution of the Earth
GEOL 301 Mineralogy
INMET 225 Meteorology
INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II
INPHYS 141 College Physics I
PHYS 142 College Physics II
BIO 111 Evolution and Ecology
MATH 141 Introductory Statistics
IIENST 150 Global Environmental Change
ENST 412 Environmental Geochemistry

Select one of the following courses:
- ENST 301 Environmental Research Methods
- GEOL 490 Field Methods

Select one of the following courses:
- ENST 251 Matter and Energy in the Environment
- ENST 252 Ecology of a Changing Planet

Select one of the following courses:
- ENST 315 Environmental Geology
- ENST 452 Ecosystems and the Environment
- ENST 460 Groundwater in the Environment
- ENST 461 Freshwater Science and Management

Select one of the following Astronomy courses:
- INASTR 101 Introduction to Planetary Astronomy
- INASTR 102 Introduction to Stellar and Galactic Astronomy
- INASTR 315 Visions of the Universe

Select one of the following Mathematics courses:
- MATH 120 Applied Algebra and Trigonometry
- MATH 130 Precalculus
- MATH 151 Calculus I

Degree Requirements

B.A. without Certification

120 credits

For the B.A. in Earth/Space without certification, select additional Elective courses at the 300 or 400 level to meet the 40 upper level credit minimum to complete a Bachelor's degree.

B.A. with Certification

134 credits

Economics

Bachelor of Arts
School of Sciences, Sustainability, and Health

The B.A. in Economics combines rigorous training in economic theory with application to contemporary issues such as globalization, financial market volatility, and the environment. The Economics program is a tight-knit community, and majors and minors can expect to work closely with faculty and with each other. The economic honors society, Omicron Delta Epsilon, organizes field trips to conferences and brings in visiting speakers and alumni. Recent graduates have gone on to careers in business and government, to law school, and to graduate programs in economics and politics, as well as M.B.A. programs.
All majors will complete a four-course economic theory sequence that includes ISECON 104 and ECON 103 (in either order), and ECON 203 and ECON 204 (in either order). It is strongly recommended that students take ECON 203 and ECON 204 soon after the ISECON 104 and ECON 103 prerequisites to get the most benefit from this theoretical background in their elective courses. Both ECON 203 and ECON 204 should be completed by the end of the junior year, so that the student is prepared for advanced (400-level) electives.

In addition, majors will take ECON 360 and complete four additional economics electives (at least two of these economics electives must be at the 400 level). Econometrics (ECON 420) is recommended, but not required. Employers value this skill, and graduate programs in economics will expect it. Finally, each major must complete one course in introductory statistics (MATH 141 or PSYC 251) as well as either Precalculus (MATH 130) or Calculus (MATH 151).

If you plan to continue into any graduate program, it is strongly suggested that you meet with a faculty member by your junior year to ensure that you are adequately prepared. Statistics is the only math preparation required if you intend to pursue an M.B.A., law school, or a graduate program in a field other than economics. However, a graduate program in economics will require calculus and linear algebra as well.

**Integrative Studies Requirements**

*40 credits minimum*

IHPHIL 100 Logical Argumentation is recommended (but not required) for ECON majors.

**Major Requirements**

*44 credits*

**Core Courses**

Select one of the following:

- MATH 141 Introductory Statistics
- PSYC 251 Psychological Statistics

Select one of the following:

- MATH 130 Precalculus
- MATH 151 Calculus I

ECON 103 Introduction to Microeconomics
ISECON 104 Introduction to Macroeconomics
ECON 360 History of Economic Thought
ECON 203 Intermediate Microeconomics
ECON 204 Intermediate Macroeconomics

**Economics Electives**

16 credits of 300- or 400-level Economics courses; of which at least eight credits are 400-level.

**Certification as a Social Studies Teacher**

Economics is an approved major for students seeking Secondary Social Studies certification. Students will need to take the following additional certification requirements:

**Dual Major in Education**

- Secondary Education

**Requirements for Certification**

IHHIST 161 American Encounters to 1877
IHHIST 162 American Encounters from 1877
IHHIST 111 The Ancient and Medieval World
IHHIST 112 The Modern World
PSYC 101 General Psychology
Select one of the following:

- ISGEOG 101 World Regional Geography
- ISGEOG 201 Geography for Teachers

Select one of the following:

- 100- to 200-level course in Sociology
- ISANTH 110 Cultural Anthropology

Select one of the following:

- ISPOSC 210 U.S. Politics
- ISPOSC 220 Global Politics

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

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**Education**

**Bachelor of Science**

**School of Arts, Education, and Culture**

The Education major has three options:

- Early Childhood Development
- Elementary Education
- Secondary Education

Additionally, students in two specialized programs that lead to K-12 certification – Physical Education Teacher Certification and Music Education – take courses offered in the program.

Building on the historical legacy of teacher preparation at Keene State College, the Education program mission is to prepare competent, reflective classroom teachers and other professional school personnel who utilize effective teaching practices and who create developmentally appropriate educational environments for diverse learners. We integrate liberal arts knowledge and professional preparation for each program we offer and incorporate state and national standards for each specialty area. Keene State College has been an NCATE accredited institution since 1954; each education program option meets state and national standards and prepares teacher candidates who demonstrate appropriate content knowledge, pedagogical knowledge and skills, ability to impact student learning, and professionalism.

Our curriculum is based on the KSC Educator Preparation Conceptual Framework, which states that we prepare teacher candidates who: (1) explore the dynamic nature of the teaching and learning process, (2) demonstrate professional and ethical behaviors that meet high expectations and standards, (3) understand the world from multiple perspectives, and (4) contribute to a just and equitable world. The coursework builds on ecological theories of human development and examines the contexts in which educational systems exist from the perspective of multiple worldviews. Students thereby develop an understanding of themselves as learners and future teachers as they examine the ways in which developmental theories can be helpful in understanding children and curriculum. Field experiences are systematically integrated throughout the program to provide authentic theory-to-practice opportunities for exploring effective pedagogy and assessment strategies.

Admission to Keene State College does not necessarily guarantee admission to Educator Preparation, admission to Student Teaching, or eligibility for certification. Students are assigned an official advisor upon acceptance into the Educator Preparation program. Materials for application to the Educator Preparation program are available in the Educator Preparation and Graduate Studies Office in Rhodes Hall S111.
Transfer Credits

Students who wish to transfer credits into a teacher certification option must apply through the department chair. Transfer students are advised to contact the department chair immediately after acceptance to obtain information about admission to Educator Preparation, PRAXIS testing requirements, and transfer equivalencies.

Students seeking certification in Middle or Secondary Education (option 3) are required to complete a liberal arts major in one of the following areas:

- American Studies
- Anthropology/Sociology
- Biology
- Chemistry
- Chemistry-Physics
- Economics
- English
- General Science
- Geography
- History
- Holocaust and Genocide Studies
- Mathematics
- Modern Languages (French or Spanish)
- Political Science
- Sociology

For a dual major in Education, please refer to the appropriate Education program option.

Students seeking certification to become a K-12 Music Educator or K-12 Physical Educator will complete the Music Education or Physical Education Teacher Certification major. See the appropriate catalog section (Music or Physical Education) for these program requirements.

Integrative Studies Requirements

40 credits minimum

All students in an educator preparation program must meet the New Hampshire General Education Studies standard (Ed 609.01). This standard is met by successful completion of Keene State College Integrative Studies program. Some Education options require specific courses outside of the Education major; these courses may be included in the student's Integrative Studies program (if appropriate courses are available).

Major Requirements

Numbering conventions – middle digit:

- 0 = open to all options (but not necessarily required)
- 1 = early childhood only
- 2 = elementary only
- 3 = middle school/secondary only
- 4 = K-12 Music only

1. Early Childhood Development Option

52 credits, plus academic minor. Students must select an academic minor, other than the Early Childhood minor, to complement their Early Childhood Development Option.

Students will gain a multidisciplinary understanding of early childhood development and will select a specialization in either Birth to Age 5 or Birth to Grade 3. The program integrates theory and practice with children and families in inclusive settings from infancy through third grade and provides pre-professional field experiences.

Criteria for Continued Progress in the Major

Students may officially declare a Major in Education at any time. However, continued progress through the Major and its options depends on meeting course prerequisites as well as the Educator Preparation Program Decision Points. (see http://www.keene.edu/academics/departments/teachered/students/decision-points/)
Students will be given support with program planning throughout their time at KSC, and are encouraged to work with their faculty advisors regularly to review how they are meeting progress and eligibility requirements.

**Fees**

Additional expenses associated within options within the education program include the following:

- Students seeking state certification are responsible for taking state required standardized tests and completing the certification application.
- Travel to field placement sites is required for both specializations. Some placements are beyond walking distance from campus and students are responsible for their own transportation.
- Students are responsible for expenses associated with required background checks for field placement sites.
- Students are responsible to pay fees associated with the application to Educator Preparation and once admitted, for a Tk20 account. Tk20 is a program used for data management for accreditation purposes.

**Option Requirements:**

**40 credits**

- EDUC 111 Issues in Early Childhood
- MATH 171 Structure of Number Systems
- EDSP 202 Development, Exceptionality, and Learning
- EDUC 205 Literacy in Diverse Classrooms
- EDUC 211 Infants, Toddlers, & Families
- EDUC 314 EC Practicum 1: Curriculum (8 credits)
- EDUC 315 EC Practicum 2: Observation, Assessment, & Intervention (8 credits)
- EDUC 412 Administration & Leadership

Select Specialization 1 or 2

**Specialization 1: Birth to Age Five/Early Intervention (Leads to NH Early Childhood Credential)**

**12 credits**

This specialization provides students with experiences with children from Birth through Age 5 in inclusive early childhood environments. Students will gain knowledge and experience with diverse learners, child development, family involvement, curriculum and assessment, and leadership. Successful completion of this specialization will lead to recommendation for the NH Early Childhood Credential.

- EDUC 414 EC Classroom Teaching (B-5) (12 credits)

**Specialization 2: Birth to Grade 3 (Leads to NH Teacher Certification Birth to Grade 3)**

**12 credits**

This specialization provides students with experiences with children from Birth to Grade 3. It prepares students for employment in both early care environments (B-5) and public education (K-3) and fulfills requirements for Birth to Age Eight teacher certification. Candidates completing this option will be eligible to pursue Special Education Teacher Certification at Keene State College through the Masters Program.

- EDUC 415 EC Practicum 3: K-3 (6 credits)
- EDUC 416 K-3 Student Teaching (6 credits)

**2. Elementary Education Option**

**54 credits, plus liberal arts major**

This option provides students with a multidisciplinary understanding of teaching and learning in the elementary grades and the skills and dispositions that will prepare them to teach in today's elementary schools. The program includes theory and practice with children from kindergarten to grade 6 and fulfills requirements for NH Elementary Education (K-6) teacher certification. A liberal arts major is required in addition to the Education, Elementary option, major.

**Criteria for Continued Progress in the Major**

Students may officially declare a Major in Education at any time. However, continued progress through the Major and its options depends on meeting course prerequisites, demonstrating competence in the content of the subject matter taught in Elementary schools, as well as the Educator Preparation Program Decision Points.

(see http://www.keene.edu/academics/departments/teachered/students/decision-points/)
Students will be given support with program planning throughout their time at KSC, and are encouraged to work with their faculty advisors regularly to review how they are meeting progress and eligibility requirements.

Our Department's conceptual framework states that we strive to prepare professionals who:

- **Explore** the dynamic nature of the teaching and learning process,
- **Demonstrate** professional and ethical behaviors that meet high expectations and standards,
- **Understand** the world from multiple perspectives, and
- **Contribute** to a just and equitable world.

**Fees**

Additional expenses associated with the options within the Education program include the following:

- Students seeking state certification are responsible for taking state required standardized tests and completing the certification application.
- Travel to field placement sites is required. Some placements are beyond walking distance from campus and students are responsible for their own transportation.
- Students are responsible for expenses associated with required criminal history record information (fingerprinting) and background checks for field placement sites.
- Students are responsible for fees associated with the application to Educator Preparation and once admitted, for a Tk20 account. Tk20 is a program used for data management for accreditation purposes.

**Option Requirements:**

- EDUC 121 Issues in Elementary Education
- EDSP 202 Development, Exceptionality, and Learning
- EDUC 205 Literacy in Diverse Classrooms
- EDUC 321 Elementary Methods I: Integrating Literacy, Social Studies and the Arts (8 credits)
- EDUC 322 Elementary Methods II: Integrating Math, Science and Literacy (8 credits)
- EDUC 400 Student Teaching (12 credits)
- EDUC 420 ELED Student Teaching Seminar (2 credits)
- MATH 171 Structure of Number Systems
- MATH 172 Application of Number Systems

Select **one** "understanding equity" course:

- II 330 Toward a Just and Equitable World
- IIEDUC 306 Women and Education

**Liberal Arts Major**

The New Hampshire State Department of Education requires students completing Education majors to also demonstrate depth of knowledge in a content area. Therefore, Education, Elementary option, majors must also fulfill requirements of a liberal arts major; see list below for acceptable majors.

- American Studies
- Anthropology/Sociology
- Art
- Biology
- Chemistry
- Chemistry-Physics
- Communication
- Computer Science
- Criminal Justice
- Economics
- English
- Environmental Studies
- Film Studies
- French
- General Science
- Geography
- History
3. Secondary Education Option

34 credits, plus liberal arts major

This option prepares students to teach middle and high school students in the following disciplines:

- Biology (Grades 7-12)
- Chemistry (Grades 7-12)
- Earth/Space Science (Grades 7-12)
- English (Grades 5-12)
- General Science (Grades 5-8)
- Mathematics (Grades 5-8 and Grades 7-12)
- Modern Languages (French and Spanish - all grades)
- Physics (Grades 7-12)
- Social Studies (Grades 5-12)

Option Requirements:

EDUC 131 Issues in Secondary Education (2 credits)
EDUC 231 Curriculum for a Diverse World
EDUC 331 Secondary Methods I
EDSP 333 Secondary Special Ed & Management
EDUC 431 Secondary Methods II
EDUC 432 Educational Theories/Trends
EDUC 400 Student Teaching (12 credits)

Degree Requirements

120 credits minimum

Degree requirements may exceed 120 credits, depending on the choice of liberal arts major.

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Engineering

Transfer Programs

School of Sciences, Sustainability, and Health

These programs prepare students to transfer to engineering schools after completing integrative studies requirements and foundation courses in mathematics, physics, chemistry, and computer science at Keene State College. Students are given personal advising and assistance in placement at the engineering school of their choice. The College at present has transfer agreements at the University of New Hampshire and Clarkson University, as well as individual transfer arrangements with engineering schools in New England and New York State. In both 2+2 and 3+2 programs, students are encouraged to complete certain engineering science introductory courses at the engineering school during the summer following their sophomore year.
Integrative Studies Requirements

40 credits minimum

Major Requirements

2+2 Program

28 credits

Students transferring after two years at Keene State College receive the appropriate bachelor's degree from their engineering school upon completion of engineering program requirements. Completion of engineering requirements usually takes between two and three years.

The following course list is a general guide. Additional courses are taken in specialty areas such as Chemistry, depending on the prospective engineering field, or to meet requirements of a particular engineering school.

Mathematics Courses

MATH 151, MATH 152, and MATH 251 Calculus Sequence
MATH 231 Linear Algebra and Differential Equations

Physics Courses

INPHYS 241, PHYS 242, University Physics I, II

Computer Science Courses

ISCS 140 Programming Foundations I

3+2 Program

40 credits

Students spend three years at Keene State and two years in engineering school and receive a BS in Math/Physics from Keene State College and an appropriate BS in Engineering. Keene State has a formal 3+2 transfer agreement with Clarkson University in Potsdam, New York. Students who wish to continue receiving Financial Aid must postpone graduation from Keene State until all requirements are fulfilled at both institutions.

ISCS 140 Programming Foundations I
MATH 151, MATH 152, MATH 251 Calculus Sequence
MATH 231 Linear Algebra and Differential Equations
INPHYS 241, PHYS 242 University Physics I, II
PHYS 260 Electronics
PHYS electives (8 credits; 300-level or higher)

English

Bachelor of Arts
School of Arts, Education, and Culture

The English program encourages students to develop sophisticated ways of understanding, creating, and responding to texts. English majors and minors study the historical development of literary and rhetorical traditions, of literatures written in English, as well as world and European literatures in English translation. Students in the literature option read a wide range of literature from various cultures and historical periods. Students in the writing option also read a great deal of literature and study literary method, but focus their coursework on the writing of poetry, fiction, and creative nonfiction. English/Secondary Education majors must choose the Literature option and take one additional course, ENG 312 Descriptive Grammar.

The English faculty emphasizes critical thinking, the analysis of texts, clear and effective writing, aesthetic appreciation, and theoretical sophistication. We value small class sizes and personal contact between faculty and students, and we work closely with students as academic advisors to plan the course of study. Faculty members also guide students to consider such opportunities as a semester of study abroad or a writing internship.

In addition to fostering a lifelong appreciation of literature and language and a high degree of literacy, a degree in English provides a range of personal and professional opportunities. Surveys of employers consistently stress the value of the skills we teach: the ability to communicate effectively with others, to think critically and creatively, to read carefully, and to write with
clarity and purpose. English majors go on to graduate and professional schools; they work in the field of teaching; they become writers; and they are employed in publishing, journalism, business, public relations, library science, and many other fields.

Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements

40 credits minimum

Major Requirements

40 credits

Literature Option

Students choosing the Literature option in English must complete a minimum of ten courses.

- ENG 215 Literary Analysis (must be taken before completing 9 credits toward the major)
- In addition to ENG 215, students must take one of the following 200-level ISP ENG or ENG literature courses:
  - IHENG 220 Readings in British Literature
  - IHENG 240 Readings in American Literature
  - IHENG 245 Readings in African American Literature and Culture
  - IHENG 250 Readings in Continental Literature
  - IHENG 251 Literature of the Holocaust
  - IHENG 260 Readings in World Literature
  - IHENG 270 Literature and the Environment
  - ENG 290 Topics
- ENG 315 Literary Form and History
- ENG 415 Literary Criticism and Theory
- One additional 200-level ENG course
- Four additional 300-level courses. Three of the four 300-level courses must be in literature.
- Of the 300 or 400-level courses listed above, one course must be in pre-1800 literature, one in literature from 1800-1900, and one course must be a Differing Cultural Perspectives course.
- English/Secondary Education majors must take ENG 312 Descriptive Grammar as one of their four 300-level courses.

Writing Option

Students electing the writing option in English must complete a minimum of 10 courses. Students may not pursue both the Writing option and the Writing minor. English/Secondary Education majors may not choose the Writing option.

Choose one course from:

- IAENG 204 Creative Writing
- IAENG 202 Creative Nonfiction Writing

Also required:

- ENG 215 Literary Analysis (must be taken before completing 9 credits toward the major)
- ENG 315 Literary Form and History (prerequisite: completion of ENG 215)
- ENG 402 Theory and Practice
- ENG 405 Writing Portfolio (must be completed in senior year)
- Two ENG electives in literature at the 300 or 400 level

Choose three additional writing courses (two courses must be at the 300 level or 400 level, other than ENG 402 and ENG 405):

- ENG 201 Writing with Style
- IAENG 202 Creative Nonfiction Writing (if not previously completed)
- ENG 203 Women's Writing
- IAENG 204 Creative Writing (if not previously completed)
- ENG 208 Topics in Writing (if not previously completed)
• ENG 301 Fiction Workshop
• ENG 302 Poetry Workshop
• ENG 303 Nonfiction Workshop
• ENG 306 Autobiography Workshop
• ENG 307 Writing in the World
• ENG 308 Advanced Topics in Writing
• ENG 497 Writing/Publishing Internship

Certification as an English Teacher

Dual Major in Education
• Secondary Education

Additional Major Requirements
• ENG 312 Descriptive Grammar: Students must earn a grade of C or better.

Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements
120 credits

Environmental Studies

Bachelor of Science
School of Sciences, Sustainability, and Health

The Environmental Studies (ENST) major provides students with a conceptual framework and set of skills needed to make effective, relevant, and sustaining contributions to society with respect to environmental issues, both as professional practitioners and as individual citizens. Through field and inquiry-based projects in the regional setting, students gain knowledge and develop skills in investigating environmental issues and formulating solutions.

Students intending to major in Environmental Studies are encouraged to select a faculty advisor and formally declare their major as early as possible, preferably by the end of their first year. In addition, ENST majors are strongly encouraged to undertake a disciplinary minor to develop an area of specialization, which will help with postgraduate placement.

Integrative Studies Requirements
40 credits minimum

The following ISP courses are recommended (but not required) for ENST majors:

Natural Science Perspectives:
• INGEOL 151 Physical Geology
• INGEOG 204 Earth's Changing Landscapes

Social Science Perspectives:
• ISECON 104 Introduction to Macroeconomics

Quantitative Literacy:
• MATH 141 Introductory Statistics

Students are encouraged to consult with their advisor regarding the selection of ISP courses that would best complement their interests.
Major Requirements

52 credits

INCHEM 103 Fundamentals of Chemistry or INPHYS 141 College Physics I
IIENST 150 Global Environmental Change or IIENST 151 The Environment of Central New England
ENST 250 Principles of Sustainability
ENST 251 Matter and Energy in the Environment
ENST 252 Ecology of a Changing Planet
ENST 253 Environmental Governance
ENST 301 Environmental Research Methods
ENST 395 Junior Seminar
ENST 495 Senior Seminar

Students must earn a grade C or higher in ENST 250, ENST 251, ENST 252, ENST 253 and ENST 301 in order to take ENST 395.

Select one of these human dimensions courses:

- ENST 304 Environmental Law and Regulation
- ENST 363 Writing in an Endangered World
- ENST 371 Environmental Ethics
- ENST 393 Sustainability for Organizations
- ENST 404 Risk and the Environment
- ENST 481 Future of Energy
- ENST 492 Adv. Topics in Human Dimension

Select one of these environmental science courses:

- ENST 311 Environmental Health
- ENST 312 Energy Resource Science
- ENST 315 Environmental Geology
- ENST 352 Conservation of Ecological Systems
- ENST 353 Restoration Ecology
- ENST 412 Environmental Geochemistry
- ENST 452 Ecosystems and the Environment
- ENST 460 Groundwater in the Environment
- ENST 461 Freshwater Science and Management
- ENST 491 Adv Topics in Environmental Science

Select two additional ENST courses at the 300 level or above. ISP courses cannot be used to meet this requirement.

Appropriate courses from other departments may be submitted to meet one course of this requirement with the approval of the Environmental Studies Department Chair.

Electives

Select courses to reach a total of 120 credits.

Degree Requirements

120 credits

Exercise Science

Bachelor of Science
School of Sciences, Sustainability, and Health

The Exercise Science Major is designed for students who are interested in studying the body as it pertains to human movement and the physiological changes that occur in the body in response to exercise and physical activity. It is intended for students who would like to pursue a career in exercise science, sports medicine, pre-physical therapy, pre-occupational therapy, personal training, strength and conditioning, and cardiac rehabilitation. Exercise Science is a multidisciplinary
evidenced-based program, which is fast-growing and ever changing. Exercise Scientists use their knowledge of the human body and exercise leadership skills to help people improve physical performance, fitness, health and overall quality of life. The Exercise Science major has some flexibility where students must choose an option that best accomplishes their career objectives.

Declaration of Major and Retention Criteria

Students will be accepted to the College as an Exercise Science major. Students will also be advised by faculty in the Human Performance and Movement Science Department and assisted with program planning throughout their program of study.

Declaration Of Exercise Science Major

Students accepted to the College who wish to pursue the Exercise Science Major must complete a Declaration of Major form either during Orientation, or upon consultation with the program faculty members.

All students who declare Exercise Science as their major will have the opportunity to register for the appropriate first year courses within the program as recommended by their Exercise Science faculty advisor. After the completion of two semesters within the program, the ability to register for upper-level Exercise Science courses will depend on the completion of the established retention standards (see below).

Retention in Exercise Science Major

End of Second Semester:

Completion of the following Allied Requirement Courses

- INCHEM 100 Introduction to Chemistry or INCHEM 103 Fundamentals of Chemistry or INCHEM 111 General Chemistry I
- BIO 230 Human Anatomy and Physiology I

Overall GPA of 2.5, major GPA of 2.5 and a grade C or higher in the following courses:

- PH 101 Health and Wellness
- HPEX 250 Introduction to Exercise Science

Submission of a Retention Portfolio consisting of the following items: (Portfolio requirements will be discussed in detail during HPEX 250 Introduction to Exercise Science.)

- Personal Identity Statement
- Professional Recommendations: Two recommendations for admission by KSC faculty (minimum one faculty member recommendation from outside of the Human Performance and Movement Department).
- Professional Orientation: Documentation of progress in professional role modeling, professional writing, and professional experience.

Third Semester in Exercise Science program until Graduation:

Enrollment in HPEX 372, HPEX 472, and HPEX 492 requires the following standards:

- Student must receive a grade C or better in all required Exercise Science courses.
- Student must maintain a cumulative and major GPA of 2.5.
- Student must maintain current certification in Adult CPR & First Aid.

Intergrative Studies Requirements

40 credits minimum

Major Requirements

68 credits

Allied Requirements

16 credits

- INCHEM 100, INCHEM 103 or INCHEM 111 – Chemistry is a prerequisite for BIO 230 and BIO 332 therefore it is recommended that all students interested in Exercise Science register for Chemistry in the fall of their freshman year.
- BIO 230 and BIO 332 – Two semesters of Anatomy and Physiology is required for all Exercise Science majors. This sequence is typically started in the spring semester of the freshman year.
• ISPH 285 – Health in Society is required for all Exercise Science majors. Should be taken after the completion of PH 101.

Students interested in Physical Therapy or Occupational Therapy will be advised to take open elective courses that fulfill graduate school prerequisites.

Competency Requirements for Exercise Science
All students majoring in Exercise Science are required to be certified in Standard First Aid and CPR for the Professional Rescuer for courses marked with a ¹.

Exercise Science Core Requirements
36 credits
PH 101 Health and Wellness
HP 200 Applied Kinesiology
HP 201 Physiology of Exercise
HPEX 250 Introduction to Exercise Science
HPEX 332 Exercise Testing and Programming¹
HPEX 335 Advanced Strength and Conditioning¹
HP 344 Sports Nutrition
HPEX 372 Practicum: Exercise Leadership¹
HPEX 492 Exercise Science Seminar

Allied Health Option
16 credits
PH 330 Health Psychology
HP 340 Epidemiology of Physical Activity and Injury
HPAT 341 Recognition of Injury and Illness
HP 460 Experimental Design and Analysis for Physical Education

Human Performance Option
16 credits
HP 210 Principles of Coaching
Select three of the following courses:
• MGT 260 Introduction to Sports Management
• IIHP 310 Psycho-Social Aspects of Sport
• HPEX 371 Practicum: Coaching
• PH 431 Stress Management

Students who have successfully completed HP 210 Principles of Coaching and HPEX 372 Practicum: Exercise Leadership will be eligible for HPEX 371 Coaching Practicum. Although HPEX 371 is not required to graduate, HPEX faculty will help advise and mentor students interested in coaching this practicum opportunity.

Students who have successfully completed HPEX 372 Practicum: Exercise Leadership will be eligible for HPEX 472 Exercise Science Externship. Although HPEX 472 is not required to graduate, HPEX faculty will help advise and mentor students interested in the externship opportunity.

Open Electives
Students must select courses to reach a minimum total of 120 credits for the degree.

Students interested in Physical Therapy or Occupational Therapy will be advised to take open elective courses that fulfill graduate school prerequisites.

Degree Requirements
120 credits
Film Studies

Bachelor of Arts
School of Arts, Education, and Culture

The Film Studies program strives to instill in its students an understanding of a critical appreciation for the aesthetic qualities intrinsic to moving image media, the technical skills to express their ideas, and a solid work ethic to guide them in the workplace. Through a blending of Critical Studies and Production coursework, the Film Studies major will develop and expand upon the student’s skills and talents as a scholar and filmmaker.

Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements

40 credits minimum

Major Requirements

40-52 credits

The Film Studies major provides Critical Studies and Film Production students alike with a strong visual, analytical, and aesthetic background as a common basis for each specialization. The Critical Studies option offers students an extensive range of courses in film history and theory, treating film as a liberal arts discipline, a mass medium, and a technique of expression. The Film Production option provides students with intensive hands-on instruction in motion picture production. Courses emphasize technical and aesthetic aspects of narrative film-making, including script-writing, directing, cinematography, editing, and sound.

Core Courses

24 credits

FILM 250 Video Production
FILM 270 Introduction to Film Analysis
FILM 271 Introduction to Film History
FILM 353 Cinema and Diversity
FILM 355 Film Theory
FILM 495 Seminar

Critical Studies Option

16 credits

FILM 352 Topics in Film Studies (8 credits)
FILM 495 Seminar
FILM 499 Senior Research Project

Film Production Option

28 credits

FILM 280 Topics in Production I
FILM 350 16mm Film Production
FILM 351 Sound
FILM 400 Collaborative Production
FILM 480 Topics in Production II
FILM 485 Production Capstone I
FILM 486 Production Capstone II

Admissions Criteria

I. Any student may declare Film Studies as his or her major by formalizing a Film Faculty member as his or her advisor and then filling out a formal Declaration of Major form with the Registrar’s Office.

II. To retain Film Studies major status, a student must achieve an average grade of B or higher in FILM 250, FILM 270, and FILM 271, at which point the student must declare an option within the Film Studies major (either Critical Studies or Film Production) and formally apply to the chosen option as follows.
III. Applying to the Critical Studies Option:
Students electing to follow the Critical Studies option within the Film Studies major must fulfill the following criteria:
   a. Submission for critical assessment of a coursework portfolio comprised of one paper completed for FILM 270 or FILM 271.
   b. Submission of a Letter of Intent that states the student's intention to major in Critical Studies.
   c. Interview with a Film Studies full-time faculty member, whose approval of portfolio is required for admission.

IV. Applying to the Film Production Option:
Students electing to follow the Film Production option within the Film Studies major must fulfill the following criteria:
   a. Submission for critical assessment of a coursework portfolio comprised of one project completed for FILM 250.
   b. Submission of a Letter of Intent that states the student's intention to major in Film Production.
   c. Interview with a Film Studies full-time faculty, whose approval of portfolio is required for admission.

V. Retention Criteria
Following application to the Film Studies program and acceptance into the major (and/or subsequent option), students must maintain a GPA within the program curriculum of 2.50 (BC), with a minimum grade of C in any required FILM course (those fulfilling either a Core or Option requirement). Students falling below this minimum will be placed on a one-semester probation, after which, if grade criteria have not been met, students will be dismissed from the program. Students may apply for acceptance to the Film Studies program a maximum of two times (thus, students accepted into the program but later dismissed may reapply once). Further applications will not be permitted.

VI. Transfers and Lateral Option Moves
Students transferring to Keene State College and wishing to declare Film Studies as their major, and students already matriculated at Keene State College and wishing to change their major to Film Studies, must follow all previously listed criteria and guidelines, including portfolio process. Any student wishing to change options within the program must redclare and formally resubmit per the established application guidelines (Section III: Applying to the Critical Studies Option or Section IV: Applying to the Film Production Option).

Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

French

Bachelor of Arts
School of Arts, Education, and Culture

This major allows students to acquire an active command of written and spoken French, with a knowledge of historical and contemporary issues in the French-speaking world. It is designed to complement programs such as Film Studies, Management, English, History, Music, and Education. French majors must study in Africa, France, or Québec through our exchange programs or through other approved programs. Students planning to study abroad must consult with the Global Education Office and French faculty before departure to arrange for program approval and transfer of credit and detailed study away requirements. Students seeking teacher certification in French or Spanish must also take the ACTFL Oral Proficiency Interview and attain a score of "Intermediate High" or higher and pass the Praxis II to receive teacher certification.

New students who have had no prior French should register for IHFR 101. Students with one or two years of successful high school study or one college semester should register for IHFR 102. Students with three or more high school years or two college semesters should register for IHFR 103. Students must consult French faculty to find the most appropriate level.

Language Requirement
Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities.

A student majoring in French satisfies this requirement by virtue of completing course requirements for the major.

Integrative Studies Requirements

40 credits minimum
Major Requirements

40 credits
FR 201 Intermediate French
FR 315 Conversation & Composition I
FR 316 Conversation & Composition II
FR 325 Introduction to French Literature
FR 350 Study in Africa, France or Quebec
FR 405 Contemporary French Usage
FR 410 Advanced French Grammar
FR 495 Seminar

Teacher Certification in French

Dual Major in Education

- Secondary Education
- Students pursuing a dual major in Education will refer to the appropriate Education option. Also, students seeking teacher certification in French or Spanish are required to take and pass the Praxis II Content Knowledge Test as well as the Official ACTFL Oral Proficiency Interview (OPI). The (OPI) must be completed no later than 30 days following the student's return from study abroad.

Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

General Science

Bachelor of Arts
School of Sciences, Sustainability, and Health

The B.A. in General Science provides a broad-based foundation in three major areas: Earth/Space Science, Life Science, and Physical Science. This major would provide general science knowledge for working in science museums, zoos, science camps, or state or national parks. It is an ideal major for the pre-service elementary or middle school teacher as it addresses national recommendations for improving science education with an activity and hands-on focus. The middle school option meets N.H. state certification requirements for grades 5-8.

Integrative Studies Requirements

40 credits minimum

Major Requirements

All students must complete the core courses and select one of the program options.

Core Courses

28 credits
INASTR 101 Introduction to Astronomy
BIO 110 Molecules and Cells
BIO 111 Evolution and Ecology
 INGEOL 151 Physical Geology
GEOL 206 Oceanography
INMET 225 Meteorology

Select one of the following:
- MATH 120 Applied Algebra and Trigonometry
- MATH 130 Precalculus
- MATH 151 Calculus I
Option 1: Bachelor of Arts

44 credits

In addition to the core courses, the following must be taken:

- MATH 141 Introductory Statistics
- INCHEM 111 General Chemistry I
- CHEM 112 General Chemistry II
- CHEM 221 Organic I
- CHEM 222 Organic II
- GEOL 252 Evolution of the Earth
- INPHYS 141 College Physics I
- PHYS 142 College Physics II

In addition to the requirements listed above for option 1, complete a specialization (three or more additional courses at the 300 level or higher) in one of the following areas: Biology, Chemistry, Environmental Studies, or Geology.

Option 2: Elementary or Early Childhood

20 credits

In addition to the core courses, the following must be taken:

- INCHEM 103 Fundamentals of Chemistry
- INPHYS 201 Phenomenal Science
- GS 301 The Web of Science

In addition to the requirements listed above for option 2, select two additional science courses (8 credits) at the 200 level or higher in either the same or different areas of the following sciences: Biology, Chemistry, Environmental Studies, and/or Geology.

Option 3: Middle School Option

24 credits

In addition to the core courses, the following must be taken:

- INCHEM 111 General Chemistry I
- CHEM 112 General Chemistry II
- MATH 141 Introductory Statistics
- INPHYS 201 Phenomenal Science

In addition to the requirements listed above for option 3, complete a specialization (two or more additional courses at the 200 level or higher) in one of the following areas: Biology, Chemistry, Environmental Studies, or Geology.

Teacher Certification

Dual Major in Education

- Elementary Education
- Secondary Education

Degree Requirements

B.A. in General Science – option 1

120 credits (72 major)

B.A. in General Science/Education – dual major

- Elementary – option 2
  142 credits (48 major, 54 elementary education)
- Middle School – option 3
  126 credits (52 major, 34 education)
Geography, Outdoor Recreation, and Planning

Bachelor of Arts
School of Sciences, Sustainability, and Health

Students majoring in Geography, Outdoor Recreation, and Planning develop the knowledge and skills to address some of the most interesting and challenging issues facing the world today. By focusing on topics at the intersection of natural and cultural environments, students learn how people influence Earth’s environments, and how places impact people. Through inquiry-based, hands-on learning, GORP majors acquire critical thinking and analytical problem-solving skills that prepare them for a wide variety of professional opportunities in the public and private sectors.

In addition, the program gives students a deep understanding of Geographic Information Systems (GIS) and its application to areas as diverse as conservation, transportation, marketing, and natural hazards. The U.S. Department of Labor has identified GIS technologies and expertise as one of three primary areas of employment opportunity for the 21st century. The Geography, Outdoor Recreation, and Planning program prepares students to shape the future of local and regional planning, outdoor recreation, environmental resource management, and economic development through a variety of private and public occupations.

Integrative Studies Requirements

40 credits minimum

Major Requirements

40 credits

ISGEOG 203 Globalization Culture & Place
INGEOG 204 Earth’s Changing Landscapes
GEOG 324 GIS I
GEOG 395 Seminar I
GEOG 495 Seminar II

Select one of the following regional courses:
- GEOG 340 Topics in Regional Geography
- GEOG 371 Geography Field Studies
- GEOG 571 Geography Field Studies

Select two of the following systematic fields of geography:
- GEOG 303 The Politics of Place
- GEOG 304 Population Matters
- GEOG 307 Urban Geography
- GEOG 308 Planning for Sustainability
- ISGEOG 309 Spatial Thinking
- GEOG 330 Natural Resource Management
- GEOG 332 Global Water Resources
- GEOG 334 Outdoor Recreation
- GEOG 335 Sustainable Tourism

Select one of the following geographic skills courses:
- GEOG 325 Cartographic Design
- GEOG 326 Field Surveying
- GEOG 329 Applications in GIS
- GEOG 424 GIS II

Select one additional elective in Geography.

Teacher Certification - Secondary Social Studies

Geography is an approved major for students seeking Secondary Social Studies certification. Students will need to take the following additional Certification requirements:
Dual Major in Education

- Secondary Education – Secondary Social Studies certification

Additional Major Requirements

IHHIST 161 American Encounters to 1877
IHHIST 162 American Encounters from 1877
IHHIST 111 The Ancient and Medieval World
IHHIST 112 The Modern World
ISECON 104 Introduction to Macroeconomics
PSYC 101 General Psychology

Select one of the following:

- ISPOSC 210 U.S. Politics
- ISPOSC 220 Global Politics

Select one of the following:

- 100- to 200-level course in Sociology
- ISANTH 110 Cultural Anthropology

Electives

Select additional courses to reach a total of 120 credits.

Degree Requirements

120 credits

Geology

Bachelor of Science
School of Sciences, Sustainability, and Health

*Effective 10/24/16 this program is under administrative review. There will be no admission to the program for newly admitted students (i.e., 2017SP on) while on administrative hold.*

History

Bachelor of Arts
School of Arts, Education, and Culture

As a field of study, History provides students with many of the necessary skills for a productive professional career and an intellectually fulfilling life. Toward these ends, the History major attempts to provide students with the ability to think and read critically and analytically, to form sound opinions and support them with logical arguments based on documentary evidence, to communicate ideas effectively, and to conduct historical research. The History major further attempts to provide students with a body of historical knowledge that will enable them to understand contemporary events of local, national, and global importance, as well as to understand and appreciate the various cultures and civilizations that make up the world community. Above all, the History major helps to provide students with the means for lifelong learning.

By combining the development of specific skills with the acquisition of a body of historical knowledge, the History major prepares students for successful careers in primary and secondary education (history and social studies), business and industry, and governmental service. The major also prepares students for graduate study in history, law, and other academic and professional fields.
Integrative Studies Requirements

40 credits minimum

One IHHIST course completed to fulfill major requirements may also count toward fulfillment of Integrative Studies in Humanities.

Major Requirements

36 credits

HIST 200, Reading and Writing in History, is required. Students are encouraged to take History 200 as early as possible in order to facilitate their historical analytical skills particularly for use in upper level courses.

The major also requires at least six upper-level courses (300- or 400-level), at least two of which must be taken at the 400-level.

Students are required to take at least two courses in Latin American, African, Asian and/or Native American History. At least one of the two courses must be an upper-level course.

Specializations:

1. Self-Designed Major (in which students pursue a topic of particular interest to them that is approved by their history faculty adviser)
2. War, Peace, and Society (History courses designated WPS)
3. Gender, Race and Class (History courses designated GRC)
4. Ideas and Beliefs (History courses designated IB)
5. Media and Popular Culture (History courses designated MPC)

Note that numerous history courses have more than one designation.

Specializations will consist of 20 credits (5 courses). Four of these five courses (16 credits) must be upper-level courses and at least one of those upper level courses must be at the 400-level.

Students of History are strongly advised to acquire reading proficiency in at least one foreign language. Reading knowledge of at least one foreign language is essential for all students who intend to apply to graduate school.

Certification as a Social Studies Teacher

Dual Major in Education

- Secondary Education

Additional Major Requirements

One course in U.S. history
One course in non-U.S./non-European history
ISECON 104 Introduction to Macroeconomics
PSYC 101 General Psychology

Select one of the following:

- ISGEOG 101 World Regional Geography
- ISGEOG 201 Geography for Teachers

Select one of the following:

- 100- to 200-level course in Sociology
- ISANTH 110 Cultural Anthropology

Select one of the following:

- ISPOSC 210 U.S. Politics
- ISPOSC 220 Global Politics

Electives

Select courses to reach a total of 120 credits for the degree.
History Honors Program

Motivated history majors may have the opportunity to engage in a more rigorous program of study that demonstrates their ability to incorporate and analyze a broad range of source materials. Students who meet the program requirements and high disciplinary standards as determined by the faculty of the History Department will graduate with Honors in History. The program will require students to engage in an intensive study of relevant primary and scholarly secondary sources, formulate an original argument, and achieve a high standard of performance.

Gateway

Any student who achieves a grade of at least AB (or A-) in HIST 200: Reading and Writing in History is eligible to participate in the honors program. Completion of this course with the requisite minimum grade is required before any student can proceed to the second part of the program, contracting with faculty to achieve honors in individual courses.

Honors Courses

- Students can contract with individual history department faculty members to make any HIST or IHHIST (300-400 level, see below) course into an honors course.
- Courses that are contracted to carry the honors designation will carry an additional workload agreed upon between the faculty member and the student. This additional course work can include: longer research papers; an annotated bibliography; required oral presentation in a forum outside of class; and/or additional sources.
- In order to earn the honors distinction for an upper-level course, contracting students must complete the agreed upon work and achieve a minimum course grade of an AB (or A-).
- In addition to the gateway course (HIST 200), students must earn honors in at least four upper-level courses (300- or 400-level), including at least one 400-level course.
- Information on honors contracts will be kept by the director of the History Department Honors Program. When a student completes the requirements to achieve the distinction of Honors in History, the director will convey this information to the Registrar's Office.

Degree Requirements

120 credits

Holocaust and Genocide Studies

Bachelor of Arts
School of Arts, Education, and Culture

Students examine both the Holocaust and the broader topic of genocide. The graduate in Holocaust and Genocide Studies is prepared to support curriculum development in the social studies and history, may pursue careers in social and governmental service, and may take a teaching certificate in elementary, special, or secondary (social studies) education. The major also prepares students for graduate studies in history as well as Holocaust and genocide studies, and for other post-graduate work, such as law and policymaking.

The program in Holocaust and Genocide Studies is rooted in the conviction that the Holocaust was a cataclysmic episode in the course of Western history, impacting culture, society, politics, ethics, science, and religion; indeed, no discipline in the academy is untouched by its shadow. In a world still tormented by mass murder and genocide, the program also rests on the moral imperative that learning from both the past and present may serve as a basis of hope for the future. The HGS program combines historical background with an interdisciplinary exploration of the Holocaust and other genocidal events through film, literature, philosophy, psychology, sociology, religious studies, women's studies, and other offerings. By understanding such issues as prejudice, discrimination, and racism, students are equipped to analyze contemporary political situations, think critically about ethical responsibility, and respond actively to injustice.

Students selecting a Holocaust and Genocide Studies major are required to complete 36 credit hours in the field, 16 of which (i.e., four courses) are specified below. Of the remaining 5 course electives (20 credits), one must be a Holocaust elective (4 credits) and one must be a genocide elective (4 credits), as designated by course title or description (see below). Three of the five electives (12 credits) must be at the 300-level or higher.

Integrative Studies Requirements

40 credits minimum
Major Requirements

**Holocaust and Genocide Studies**

16 credits

IIHGS 155 Introduction to Holocaust & Genocide Studies
IHHGS 252/IHHIST 252 The Holocaust
ISHGS 274 Comparative Genocide
HGS 495 Seminar

**Electives**

20 credits

Of the remaining five courses (20 credits), one must be a Holocaust elective (4 credits) and one must be a genocide elective (4 credits), as specified by course title. Three electives (12 credits) must be at the 300 level or higher.

**Holocaust-Specific Electives**

- IIHGS 251/IHENG 251 Literature of the Holocaust
- IIHGS 254/IWGS 254 Women in the Holocaust
- HGS 290 Special Topics (Holocaust must be specified in course description)
- HGS 313/PHIL 313 Philosophy and the Holocaust
- HGS 326/SOC 326 Sociology of the Holocaust
- HGS 340 Film and the Holocaust
- HGS 353/HIST 353 Nazi Germany and the Holocaust
- IHHGS 356 The Holocaust and the Christian World
- HGS 390 Studies (Holocaust must be specified in course description)
- HGS 490 Advanced Special Topics (Holocaust must be specified in course description)
- HGS 494 Senior Honors (Holocaust must be specified in course description)
- HGS 497 Internship (Holocaust must be specified in course description)
- HGS 498 Independent Study (Holocaust must be specified in course description)

**Genocide-Specific Electives**

- IIHGS 181 Crisis and Conflict in Africa
- IIHGS 281 Peace Studies
- HGS 290 Special Topics (Genocide must be specified in course description)
- HGS 327/SOC 327 Sociology of Genocide
- IHHGS 381 Human Trafficking Across the Globe
- HGS 382 Transitional Justice
- HGS 390 Studies (Genocide must be specified in course description)
- HGS 427/SOC 427 Rwandan Society and Genocide
- HGS 490 Advanced Special Topics (Genocide must be specified in course description)
- HGS 494 Senior Honors (Genocide must be specified by course title)
- HGS 497 Internship (Genocide must be specified in course description)
- HGS 498 Independent Study (Genocide must be specified in course description)

**Other Electives:**

- IIHGS 189 Judaism, Christianity, Islam
- IHPHIL 220 Ethics
- PHIL 231 Comparative Religion
- IHHGS 232 Introduction to Judaism
- IHHGS 233 A History of the Jews
- IHHIST 253 The Second World War
- HIST 351 Imperial Germany
- IHHGS 355 Religion and Violence
- HGS 373/HIST 373 Race, Disability, and Eugenics
Certification as a Social Studies Teacher

Holocaust and Genocide Studies is an approved major for students seeking Secondary Social Studies Certification. Students will need to take the following additional Certification requirements:

Dual Major in Education

- Secondary Education

Additional Major Requirements

- IHHIST 161 American Encounters to 1877
- IHHIST 162 American Encounters from 1877
- IHHIST 111 The Ancient and Medieval World
- IHHIST 112 The Modern World
- ISECON 104 Introduction to Macroeconomics
- PSYC 101 General Psychology

Select one of the following:

- ISGEOG 101 World Regional Geography
- ISGEOG 201 Geography for Teachers

Select one of the following:

- 100- to 200-level course in Sociology
- ISANTH 110 Cultural Anthropology

Select one of the following:

- ISPOSC 210 U.S. Politics
- ISPOSC 220 Global Politics

Degree Requirements

120 credits

Individualized Major

Bachelor of Arts or Bachelor of Science

Interdisciplinary Programs

An individualized major is composed of an interdisciplinary program of studies, appropriately designed (1) to enhance the student's ability to integrate and synthesize content and/or method from two or more academic disciplines and (2) to satisfy an individual student's educational interests or career objectives. It must be identified by a title and a combination of courses that is different from existing undergraduate majors and program outcomes.

Students at Keene State College are expected to declare a major by the time they have accumulated 60 credits. The minimum number of credits is 120 credits for a Bachelor of Arts or a Bachelor of Science degree, with a minimum of 40 Integrative Studies program credits and a minimum of 36 credits of major courses. Whereas major requirements are usually established by the academic discipline, the Individualized Major program of study is designed by the student in consultation with a faculty advisory committee, subject to approval by the associate vice president for Academic Affairs.

In the event students choose to complete the Individualized Major as a second major, a total of 8 credits from the other major may be applied to the individualized major.

Processing the Individualized Major

1. Advisory Committee. The student selects an Advisor of Record from the principal discipline and an additional faculty member from each secondary discipline represented in the individualized major. All committee members must be full-time faculty.
2. A meeting of the committee is called to discuss the proposed major and to assist the student in designing the program of studies.
3. The proposed Individualized Major must be signed by the student and cosigned by members of the Advisory Committee prior to approval by the associate vice president for Academic Affairs.

4. Copies of the approved proposal will be distributed to the student, each member of the advisory committee and the Registrar. The original will be retained in the Office of the Associate Vice President for Academic Affairs.

Completing and Modifying the Individualized Major
1. The student is responsible for (a) completing all Transitional General Education Program requirements, (b) progressing through the Individualized Major program as approved by the advisory committee and the associate vice president for Academic Affairs, and (c) enrolling in sufficient electives to fulfill credit requirements for the degree.

2. All changes to the Individualized Major program must be cosigned by the Advisory Committee members and approved by the associate vice president for Academic Affairs. These amendments must be in writing and accompanied by appropriate rationale.

Program Requirements
Each program of study is divided into Integrative Studies requirements, major requirements, and electives.

Integrative Studies Requirements
40 credits minimum
Integrative learning is a process by which students connect knowledge and skills from multiple sources and experiences, apply knowledge and skills in varied settings, utilize diverse points of view, and understand issues contextually.

This program reflects Keene State College's institutional values (through the integrative outcomes), provides and develops the experiences necessary for success in an academic environment (the skills outcomes), and preserves the breadth of a liberal arts education that should enable our graduates to succeed in a global environment (the perspectives and interdisciplinary outcomes). The integrative teaching and learning process approaches teaching and learning in intentionally connected ways.

Students participating in an integrative learning experience see connections in seemingly disparate information; adapt skills learned in one situation to problems encountered in another; demonstrate a breadth of outlook and an awareness of complex interdependencies; judge/decide (synthesize); take into account different dimensions of a problem, seeing it from different perspectives, making conceptual links; connect skills and knowledge from multiple sources and experiences; utilize diverse and contradictory points of view; and understand contextual frames.

Knowledge in both individual and multiple disciplines is the foundation upon which integrative learning builds. Integrative learning often occurs as learners put theory into practice, "making meaning" as they apply abstract concepts in practical settings.

Students should also consider as part of their course of study developing competence in a second language and including an experiential learning experience in which discipline-based knowledge can be applied.

Major Requirements
36 credits minimum
Must include program objectives and learning outcomes; consist of a minimum of 36 credits, of which a minimum of 20 credits must be in courses at the 300 or higher level; include courses from a minimum of two academic disciplines, with a combination of a minimum of five courses (a minimum of 20 credits) in one discipline and minimum of four courses (a minimum of 16 credits) in the other discipline; and may include a maximum of 12 credits of Independent Study courses.

If a student chooses to complete an Individualized Major as a second major, a maximum of eight credits from the original major may be applied to the Individualized Major.

Electives
Select courses to reach a total of 120 credits for a B.A. or a B.S. Electives are selected by the student and are usually related to personal and professional interests.

Degree Requirements
120 credits
Journalism

Bachelor of Arts
School of Arts, Education, and Culture

The Journalism major at Keene State College is dedicated to the investigation of the roles of the mass communications in contemporary society within a liberal arts perspective. The major has a strong journalism core with mass media options in News Media, Public Relations, and Multimedia.

The major provides students with a comprehensive understanding of the media and prepares them for careers in the field by enabling them to develop print, electronic media, visual media, social media, photojournalism, and public relations skills in an applied setting. The curriculum emphasizes the professional concepts and practices of press objectivity, fairness, accuracy, and freedom of the press, and public relations strategies as well as the development of analytical writing, research, production, and presentation skills.

The curriculum covers the skill areas of journalistic writing, editing, electronic journalism, news production and public relations writing. It includes at least 40 credit hours of study within Journalism. A grade C or higher must be earned in each Journalism course or Journalism course substitution counted toward the major.

Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements

40 credits minimum

Major Requirements

40 credits

Core Courses

16 credits

IHJRN 101 Media & Society
JRN 130 Writing for the Media
JRN 155 Digital Journalism
JRN 323 Journalism Law and Ethics

Students must choose one of the following three options:

News Media Option

24 credits

- JRN 230 Print Journalism
- JRN 235 Broadcast Journalism
- JRN 280 Media Production (2 credits)
- JRN 281 Television Production (2 credits)

Choose 8 credits from the following:

- JRN 330 Public Affairs Reporting
- JRN 335 Television Journalism
- JRN 430 Feature Writing
- JRN 435 Community Television News

Elective - Choose 4 credits from the following:

- IIJRN 268 Environmental Issues and the Media
- JRN 282 Equinox Editor
- JRN 311 Mass Media History and Theory
- JRN 330 Public Affairs Reporting
- JRN 335 Television Journalism
- JRN 345 Radio Journalism
• JRN 355 Multimedia Journalism
• JRN 365 Photojournalism
• JRN 380 Internship
• JRN 430 Feature Writing
• JRN 435 Community Television News
• JRN 467 Specialized Journalism
• JRN 498 Independent Study

Public Relations Option

24 credits

JRN 230 Print Journalism
JRN 280 Media Production and JRN 281 Television Production (2 credits each) OR JRN 380 Internship (4 credits)
JRN 276 Intro to Public Relations
JRN 355 Multimedia OR JRN 365 Photojournalism
JRN 376 Public Relations Practice

Elective - Choose 4 credits from the following:

• JRN 235 Broadcast Journalism
• IIJRN 268 Environmental Issues and the Media
• JRN 282 Equinox Editor
• JRN 311 Mass Media History and Theory
• JRN 330 Public Affairs Reporting
• JRN 335 Television Journalism
• JRN 355 Multimedia Journalism
• JRN 365 Photojournalism
• JRN 380 Internship
• JRN 430 Feature Writing
• JRN 435 Community Television News
• JRN 467 Specialized Journalism
• JRN 498 Independent Study

Multimedia Journalism Option

24 credits

• JRN 235 Broadcast Journalism
• JRN 335 Television Journalism OR JRN 435 Community Television News
• JRN 355 Multimedia Journalism
• JRN 365 Photojournalism
• JRN 345 Radio Journalism

Elective - Choose 4 credits from the following:

• JRN 230 Print Journalism
• IIJRN 268 Environmental Issues and the Media
• JRN 280 Media Production and JRN 281 Television Production (2 credits each)
• JRN 282 Equinox Editor
• JRN 311 Mass Media History and Theory
• JRN 330 Public Affairs Reporting
• JRN 335 Television Journalism
• JRN 380 Internship
• JRN 430 Feature Writing
• JRN 435 Community Television News
• JRN 467 Specialized Journalism
• JRN 498 Independent Study
Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements
120 credits

Management
Bachelor of Science
School of Sciences, Sustainability, and Health

This career-oriented program, emphasizing management skills and building on a solid foundation in the liberal arts and sciences, is designed to prepare individuals for management careers in industrial or public organizations and for graduate work.

The Management curriculum develops an analytical and integrative viewpoint toward management through study in the humanities and social sciences. It provides a broad conceptual framework within which a manager will be able to develop alternative approaches to attaining given goals. Students develop the strong administrative, quantitative, and communications skills that modern managers must possess.

MATH 102 Mathematics for Management is required for students with deficiencies in math as assessed by the Management Department and the Math Center. Students interested in pursuing a Master of Business Administration degree are encouraged to take MATH 141 Introductory Statistics.

All Management majors complete the Management core totaling 60 credits. By choosing additional courses noted below, students may add either a marketing or a human resource management specialization. The specializations are not required to complete the management major.

Integrative Studies Requirements
40 credits minimum

Major Requirements
60 credits

A grade C or higher is required in MGT 101, MGT 140, MGT 213, and MGT 301.

MGT 101 Introduction to Management
MGT 140 Quantitative Decision-Making
MGT 213 Financial Accounting
MGT 214 Managerial Accounting
MGT 301 Organizational Theory and Behavior
MGT 319 Financial Management
MGT 331 Principles of Marketing
MGT 381 Management Information Systems
MGT 451 Business and Society
MGT 491 Capstone Seminar: Strategic Management
MGT electives (8 credits at 300- or 400-level)

Credits earned in MGT 493, MGT 494, and MGT 498 may not be applied to the MGT electives requirement.

Allied Discipline Requirements
12 credits

IHCOMM 171 Public Speaking
ISECON 104 Introduction to Macroeconomics
ECON 103 Introduction to Microeconomics

¹ May be used to fulfill IQL 101 Integrative Studies requirement.
² May be used to fulfill an Integrative Studies requirement.
Specializations

16 credits

Each student may choose one or both of the following specializations. Each specialization requires 16 credits. The specializations are Marketing and Human Resource Management. Courses for the specialization that also fulfill requirements for the management major are not counted twice for overall college credit. Please note that some courses within the specializations require prerequisite courses outside of the Management discipline.

Marketing Specialization

16 credits

To fulfill the marketing specialization students must take the following two courses, which also count toward the Management electives:

- MGT 333 Advertising and Promotion
- MGT 434 Marketing Research or MGT 343 Consumer Behavior

In addition, choose two of the following courses:

- JRN 130 Writing for the Media
- COMM 240 Visual Communication
- IIWGS 240 Gender and Media
- IIWGS 250 Race, Sexuality & Representation
- JRN 276 Introduction to Public Relations
- MGT 335 Digital Marketing Strategy
- MGT 355 Business Negotiations
- COMM 372 Intercultural Communication
- IATAD 372 Arts Management
- COMM 378 Persuasion
- MGT 490 Advanced Special Topics: "Professional Sales" or "Professional Sales and Negotiations"

Human Resource Management Specialization

16 credits

To fulfill the human resource specialization students must take the following two courses, which also count toward the Management electives:

- MGT 324 Human Resource Management
- IIMGT 305 Organizational Diversity

In addition, choose two of the following courses:

- PSYC 101 General Psychology
- ISSOC 125 Introduction to Sociology
- PSYC 221 Social Psychology
- COMM 275 Interpersonal Communication
- SOC 320 Women, Gender, and Society
- SOC 325 Ethnic Relations
- MGT 355 Business Negotiations
- COMM 372 Intercultural Communication

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits
Mathematics

Bachelor of Arts
School of Sciences, Sustainability, and Health

The Bachelor of Arts in Mathematics provides students breadth and depth through an integrated approach to the study of mathematics. The program prepares students for either an immediate career, especially teaching, or graduate school.

A decision to undertake the Mathematics major should be made no later than the beginning of the sophomore year if the program is to be completed in four years. Students entering as Mathematics majors should take MATH 151 Calculus I as soon as possible.

Integrative Studies Requirements

40 credits minimum

Major Requirements

44 - 56 credits

Mathematics Option

56 credits

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<th>Course</th>
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<tr>
<td>MATH 141 Introductory Statistics</td>
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<td>MATH 151 Calculus I</td>
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<td>MATH 152 Calculus II</td>
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<tr>
<td>MATH 218 Computer Tools for Problem Solving</td>
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<td>MATH 220 Mathematical Reasoning and Proof</td>
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<td>MATH 231 Linear Algebra</td>
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<td>MATH 241 Probability and Statistics I</td>
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<tr>
<td>MATH 330 Abstract Algebra</td>
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<td>MATH 350 Real Analysis</td>
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<td>MATH 400 Capstone in Mathematics</td>
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Select one course from the pure area:

- MATH 320 Geometry
- MATH 337 Number Theory
- MATH 490 Topics in Pure Mathematics

Select one course from the applied area:

- MATH 242 Applied Statistics
- MATH 251 Vector Calculus
- MATH 341 Probability and Statistics II
- MATH 361 Differential Equations
- MATH 362 Math Modeling and Computing

ISCS 140 Programming Foundations I
INPHYS 241 University Physics I

Mathematics Secondary Teaching Option

52 credits minimum

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<tr>
<td>MATH 141 Introductory Statistics</td>
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<td>MATH 151 Calculus I</td>
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<td>MATH 218 Computer Tools for Problem Solving</td>
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<td>MATH 220 Mathematical Reasoning and Proof</td>
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<td>MATH 231 Linear Algebra</td>
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<td>MATH 241 Probability and Statistics I</td>
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<td>MATH 320 Geometry</td>
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MATH 330 Abstract Algebra
MATH 350 Real Analysis
MATH 400 Capstone in Mathematics

Plus one course from the applied area:

- MATH 242 Applied Statistics
- MATH 251 Vector Calculus
- MATH 341 Probability and Statistics II
- MATH 361 Differential Equations
- MATH 362 Math Modeling and Computing

INPHYS 241 University Physics I

Mathematics Middle School/Junior High Teaching Option

44 credits minimum

- MATH 141 Introductory Statistics
- MATH 151 Calculus I
- MATH 152 Calculus II
- MATH 218 Computer Tools for Problem Solving
- MATH 220 Mathematical Reasoning and Proof
- MATH 231 Linear Algebra
- MATH 275 Geometry for K-8 Teachers
- MATH 337 Number Theory
- MATH 375 Algebraic Concepts for K-8 Teachers

Select one of the following:

- MATH 320 Geometry
- MATH 330 Abstract Algebra
- MATH 350 Real Analysis

Select one additional mathematics course at the 300-level or above, including IIMATH 310 and IIMATH 315.

Teacher Certification

Students selecting either the Mathematics Secondary Teaching Option or the Mathematics Middle School/Junior High Teaching Option must meet the requirements for secondary teacher certification. Refer to the Educator Preparation section of this catalog for information on these requirements, including courses that are to be included as part of the Integrative Studies Program requirements.

Dual Major in Education

- Secondary Education

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

Mathematics

Bachelor of Science
School of Sciences, Sustainability, and Health

The Bachelor of Science in Mathematics provides students additional breadth and depth of knowledge of mathematics beyond the course of study required for the Bachelor of Arts in Mathematics, as well as the chance to pursue a minor related to
mathematics. The program prepares students for either graduate school or an immediate career in business, industry, or government.

A decision to pursue the BS in Mathematics should be made in a student's first year of study if the program is to be completed in four years. Students should both meet with a mathematics advisor and take MATH 151 Calculus I as soon as possible.

**Integrative Studies Requirements**

40 credits minimum

**Major Requirements**

80-88 credits

**Core Courses**

60 credits

- MATH 151 Calculus I
- MATH 152 Calculus II
- MATH 218 Computer Tools for Problem Solving
- MATH 220 Mathematical Reasoning and Proof
- MATH 231 Linear Algebra
- MATH 241 Probability and Statistics I
- MATH 251 Vector Calculus
- MATH 330 Abstract Algebra
- MATH 350 Real Analysis
- MATH 361 Differential Equations
- MATH 400 Capstone in Mathematics
- Two additional mathematics courses at the 300/400 level, excluding IIMATH 310, IIMATH 315, MATH 375, MATH 475
- ISCS 140 Programming Foundations I
- INPHYS 241 University Physics I

**Related Minor**

20-28 credits

Minor in Biology, Chemistry, Computer Science, Economics, Management, Physics or another related field approved by the Mathematics Department

**Electives**

Select courses to reach a total of 120 credits for the degree.

**Degree Requirements**

120 Credits

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**Mathematics Education for Elementary Teachers**

**Bachelor of Arts**

School of Sciences, Sustainability, and Health

This program is designed to prepare candidates for grades K-8 elementary school teaching with a specialization in mathematics. In addition to meeting all the degree requirements set by Keene State College (mathematics, education, and integrative studies) and the certification requirements for elementary school teaching by the state of New Hampshire, graduates of this major, with sufficient teaching experience and graduate work, could become elementary school mathematics specialists in school districts.

**Integrative Studies Requirements**

40 credits minimum

**Major Requirements**

40 credits minimum

- MATH 151 Calculus I
- MATH 171 Structure of Number Systems
MATH 175 Data Analysis for Teachers
MATH 218 Computer Tools for Problem Solving
MATH 220 Mathematical Reasoning and Proof
MATH 275 Geometry for K-8 Teachers
MATH 337 Number Theory
MATH 375 Algebraic Concepts for K-8 Teachers
MATH 475 Capstone in Mathematics Education

Select one of the following:

- One mathematics elective (MATH/IIMATH) at the 200 level or higher.
- MATH 152 Calculus II

Teacher Certification

Students selecting this major must meet the requirements for elementary teacher certification. Refer to the Educator Preparation section of this catalog for information on these requirements, including courses that are to be included as part of the Integrative Studies Program requirements.

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

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**Mathematics-Physics**

**Bachelor of Science**

School of Sciences, Sustainability, and Health

This interdisciplinary program provides sufficient groundwork in both mathematics and physics for employment in industry, the commercial sector, or further study in graduate school. In order to complete the program within four years, the student should begin the Physics sequence in the spring of the first year of studies. Calculus I should be selected as soon as possible.

Students who are interested in an engineering degree may elect this program, complete major requirements over three years, transfer to an engineering school of choice, and be awarded both the B.S. in Mathematics-Physics from Keene State and the appropriate engineering bachelor's degree.

The program is comprised of:

- 20 credits of Mathematics
- 24 credits of Physics
- 4 credits of Computer Science
- 8 credits of Chemistry

**Integrative Studies Requirements**

40 credits minimum

**Major Requirements**

56 credits

MATH 151 Calculus I
MATH 152 Calculus II
MATH 251 Vector Calculus
MATH 231 Linear Algebra and Differential Equations
MATH 361 Differential Equations
INPHYS 241 University Physics I
PHYS 242 University Physics II
PHYS 260 Electronics
PHYS 275 University Physics III
PHYS electives (8 credits, 300 level or higher)

Related Fields
ISCS 140 Programming Foundations I
INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II

Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements
120 credits

Music
Bachelor of Arts
School of Arts, Education, and Culture

This program provides a broad foundation in music and is also appropriate for students planning on graduate study. Program objectives are located at: http://www.keene.edu/catalog/programs/detail/music-ba/outcomes/. Following an audition for acceptance into the Music degree program, all students should begin the theory/aural skills sequence in the first year. All students must pass a piano proficiency exam, a basic aural skills proficiency exam, and complete the Mid-Level Review before the end of the sophomore year. All B.A. Music candidates are required to complete eight (8) electives beyond the core degree requirements. Participation in at least one large ensemble appropriate to the student's program (chosen from MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178) is required each semester of applied music study. Additionally, students are required to take at least one semester of a small ensemble (MU 171). A grade of C or higher must be earned in each music course counted toward the major. A minimum of 40 total credits must be at the 300-400 level (Music and non-Music courses).

Mid-Level Review
All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student's fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.

The purpose of the Mid-Level Review is three-fold: 1) to assess the student's academic progress, 2) to assess the student's artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement
Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements
40 credits minimum

Major Requirements
51 credits

Core Courses
43 credits
Select one of the following World Music courses (4 credits):
- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IIMU 241 Listening to Brazil
• IHMU 305 History of Jewish Music
• IAMU 312 Latin American Music, Society & Culture
• IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (6 semesters, 0 credits total)
MU 101, MU 102, MU 201, MU 202, MU 301, and MU 302 Applied Music (6 semesters, 6 credits total)
MU 118, MU 119 Functional Piano I and II (1 credit each, 2 credits total) (Pianists/organists may substitute MU 181 Accompanying for MU 118 and MU 119 for a total 2 credits)
MU 151, MU 152, MU 251, and MU 252 Music Theory I-IV (2 credits each, 8 credits total) Students who do not pass the theory placement test given at the time of their audition are advised to seek a private tutor to eliminate this deficiency before starting the sequence of theory classes.
MU 161, MU 162, MU 261, and MU 262 Aural Skills I-IV (1 credit each, 4 credits total)
MU 171 Chamber Ensemble (1 credit)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, to total 4 credits). Pianists/organists may substitute up to two semesters of MU 171 (Piano Ensemble) for these ensembles.
MU 281 Aural Skills Proficiency Assessment Exam (0 credits)
MU 282 Mid-Level Review Assessment Exam (0 credits)
MU 283 Piano Proficiency Assessment Exam (0 credits)
MU 310 Western Music Before 1700 (2 credits)
MU 312 Western Music After 1700 (4 credits)
MU 495 Seminar (4 credits each, must be repeated for a total of 8 credits)

Electives in Music
8 credits
Select from any MU or ISP Music course, except Applied Music (MUA 101-401, MUAP 101-402, MUAS 101-302, MUC 301-402), Ensembles (MU 172-178), and Chamber Ensemble (MU 171).

Electives
Select additional courses to reach a total of 120 credits for the degree. Electives must include 16 credits outside of Music. A minimum of 40 total credits must be at the 300 - 400 level (Music and non-Music courses)

Degree Requirements
120 credits

Music Composition

Bachelor of Music
School of Arts, Education, and Culture

The B.M. in Music Composition prepares students for careers in composition, independent teaching, or graduate study in music. The degree conforms to standards in composition set by the National Association of Schools of Music, including the development of a composition from concept to finished product; the competency to work with both electronic and acoustic media; working with a variety of forms, styles, and notations; and applying principles of scoring appropriate to particular compositions. Students will achieve fluency in the use of tools needed by composers, including keyboard skills, spoken and written language, conducting and rehearsal skills, analytical techniques, and applicable technologies. Students will have opportunities to hear fully realized performances of their original compositions in workshop settings and public performances, culminating in a capstone Senior Recital.

All students are auditioned before admission to the program.

A grade C or higher must be earned in each music course counted toward the major.

Mid-Level Review

All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student's fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.
The purpose of the Mid-Level Review is threefold: 1) to assess the student's academic progress, 2) to assess the student's artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements

40 credits minimum

Major Requirements

80 credits (four credits will be applied to Integrative Studies requirement)

Core Courses

75 credits

Select one of the following World Music courses (4 credits):

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IIMU 241 Listening to Brazil
- IHMU 305 History of Jewish Music
- IAMU 312 Latin American Music, Society & Culture
- IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (6 semesters, 0 credits)
MU 101, MUA 102, MUA 201, MUA 202, MUA 301, MUA 302 Applied Music (1 credit each, 6 credits total)
MUC 301, MUC 302, MUC 401, and MUC 402 Applied Composition (2 credits each, 8 credits total)
MUC 480 Senior Recital: Composition
MU 118, MU 119, MU 218, MU 219 Functional Piano I-IV (1 credit each, 4 credits total) Pianists/organists may substitute MU 181 Accompanying for MU 118 and MU 119 for a total 4 credits.
MU 151, MU 152, MU 251, MU 252 Music Theory I-IV (2 credits each, 8 credits total) Students who do not pass the theory placement test given at the time of their audition are advised to seek a private tutor to eliminate this deficiency before starting the sequence of theory classes.
MU 161, MU 162, MU 261, MU 262 Aural Skills I-IV (1 credit each, 4 credits total)
MU 171 Chamber Ensemble (1 credit each, 3 credits total)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, 6 credits total) Pianists/organists may substitute up to two semesters of MU 171 (Piano Ensemble) for these ensembles.
MU 211 Intro to Music Technology (4 credits)
MU 213, MU 214 Composition I, II (2 credits each, 4 credits total)
MU 222 Musical Improvisation (1 credit)
MU 281 Aural Skills Proficiency Assessment Exam (0 credit)
MU 282 Mid-Level Review (0 credit)
MU 283 Piano Proficiency Exam (0 credit)
MU 310 Western Music Before 1700 (2 credits)
MU 312 Western Music After 1700 (4 credits)
MU 315, MU 316 Conducting I, II (2 credits each, 4 credits total)
MU 495 Seminar (4 credits each, must be repeated for a total of 16 credits total)

Electives

5 credits

Select music courses or an allied discipline recommended by National Association of Schools of Music, such as Computer Science, Physics, Film Studies, or Journalism to reach 120 credits.

Degree Requirements

120 credits
Music Education

Bachelor of Music
School of Arts, Education, and Culture

The Music Education curriculum prepares teachers and supervisors of music for kindergarten through grade 12. Program objectives are located at: http://www.keene.edu/catalog/programs/detail/music-education-bm/outcomes/. This major presupposes a high level of interest in and aptitude for music. An audition is required before admission to the program. Upon entering the program, students declare a primary instrument or voice. All students must pass a basic piano proficiency test and a basic aural skills test before the end of the sophomore year or they will not be permitted to enroll in junior year courses in Music Education. Students must work closely with their advisors in planning for completion of this tightly structured program.

Fourteen credits in Applied Music, including a 30- to 40-minute senior recital, must be in the primary instrument or voice and must be completed before student teaching. Participation in at least one large ensemble appropriate to the student's program (chosen from MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178) is required each semester of applied music study, with the exception of the semester of student teaching. Additionally, students are required to take at least one semester of a chamber ensemble (MU 171).¹

A grade C or higher must be earned in each music course counted toward the major. A minimum of 40 total credits must be at the 300-400 level (Music and non-Music courses). Student GPA must average 2.50 to qualify for student teaching.

¹ Pianists/organists may substitute up to two semesters of MU 171 Piano Ensemble for these ensembles.

Mid-Level Review

All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student's fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.

The purpose of the Mid-Level Review is threefold: 1) to assess the student's academic progress, 2) to assess the student's artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements

40 credits minimum

All students in an educator preparation program must meet the New Hampshire General Education Studies standard (Ed 609.01). This standard is met by successful completion of Keene State College Integrative Studies program.

Major Requirements

96-97 credits

(Four credits will be applied to Integrative Studies requirements.)

Educator Preparation

22 credits

MU 130 Introduction to Music Education (2 credits)
MU 354 Music Curriculum & Assessment (2 credits)
MU 355 Adaptive Music (2 credits)
MU 356 General Music K-12 Practicum (1 credit)
MU 359 Ensemble Music Practicum (1 credit)
MU 475 Music Student Teaching - Elementary (6 credits)
MU 476 Music Student Teaching - Secondary (6 credits)
MU 477 Music Student Teaching Seminar (2 credits)
Music Courses

74-75 credits

Select one of the following World Music courses (4 credits):

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IAMU 241 Listening to Brazil
- IHMU 305 History of Jewish Music
- IAMU 312 Latin American Music, Society & Culture
- IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (6 semesters)
MUA 101, MUA 102, MUA 201, MUA 202, MUA 301, MUA 302, and MUA 401 Applied Music (2 credits each) MUA 480 Senior Recital: Music Education (0 credit)
MU 118, MU 119, MU 218, and MU 219 Functional Piano I-IV (1 credit each, total 4 credits) (Piano majors may substitute MU 181 Accompanying for MU 118, MU 119, MU 218, and MU 219 for a total 4 credits.)
MU 151, MU 152, MU 251, and MU 252 Music Theory I-IV (2 credits each). Students who do not pass the theory placement test given at the time of their audition are advised to seek a private tutor to eliminate this deficiency before starting the sequence of theory classes.
MU 161, MU 162, MU 261, and MU 262 Aural Skills I-IV (1 credit each)
MU 171 Chamber Ensemble (1 credit each)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, total 6 credits)
MU 220 Technology for Music Educators
MU 222 Musical Improvisation (1 credit)
MU 223 String Methods I (1 credit)
MU 225 Brass Methods I (1 credit)

Select one of the following Woodwind Methods (1 credit):

- MU 227 Woodwind Methods - Flute
- MU 228 Woodwind Methods - Clarinet & Saxophone
- MU 232 Woodwind Methods - Oboe & Bassoon

MU 229 Percussion Methods I (1 credit) (Percussion majors may substitute a Music Elective)
MU 231 Guitar Methods (2 credits) (Guitar majors substitute MU 326)
MU 281 Aural Proficiency Assessment Exam (0 credits)
MU 282 Mid-Level Review (0 credits)
MU 283 Piano Proficiency Exam (0 credits)
MU 310 Western Music Before 1700 (2 credits)
MU 312 Western Music After 1700
MU 315, MU 316 Conducting I and II (2 credits each)
MU 357 General Music K-12
MU 358 Choral Music Education (2 credits)
MU 360 Instrumental Music Education (2 credits)

Specialization (select one):

Instrumental

6 credits

MU 105 Voice Class (1 credit)
MU 172 Concert Choir (1 credit)
MU 224 String Methods II (1 credit)
MU 226 Brass Methods II (1 credit)
MU 230 Percussion Methods II (1 credit) (Percussionists substitute a Music elective)
Select one of the following Woodwind Methods courses (1 credit)

- MU 227 Woodwind Methods - Flute
- MU 228 Woodwind Methods - Clarinet & Saxophone
- MU 232 Woodwind Methods - Oboe & Bassoon

Choral

7 credits

MUAS 101, MUAS 102, and MUAS 201 Applied Music (1 credit each, 3 credits total; secondary instrument)
MU 140 Vocal Diction I (1 credit)
MU 141 Vocal Diction II (1 credit)
MU 326 Applied Pedagogy (2 credits)

Degree Requirements

136-137 credits

Music Performance

Bachelor of Music
School of Arts, Education, and Culture

This major emphasizes performance proficiency and applied study of a major instrument or voice. It prepares students for careers in performance, independent teaching, or graduate study leading to the Master of Music degree. Program objectives are located at: http://www.keene.edu/catalog/programs/detail/music-performance-bm/outcomes/.

Upon successful completion of an audition into the program, students declare a primary instrument or voice; 32 credits of Applied Music must then be taken in the primary instrument or voice. All students must pass a basic piano proficiency test and a basic aural skills test before the end of the sophomore year or they will not be permitted to proceed with the junior recital. A 30- to 40-minute recital on the primary instrument in the junior year and a 60- to 70-minute recital in the senior year are required. Participation in at least one large ensemble appropriate to the student's program (chosen from MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178) is required each semester of applied music study. Additionally, students are required to take at least one semester of a chamber ensemble appropriate to the student's program (MU 171).¹

A grade C or higher must be earned in each music course counted toward the major. A minimum of 40 total credits must be at the 300-400 level (Music and non-Music courses).

¹ Pianists/organists may substitute up to two semesters of MU 171 Piano Ensemble for these ensembles.

Mid-Level Review

All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student's fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.

The purpose of the Mid-Level Review is three-fold: 1) to assess the student's academic progress, 2) to assess the student's artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements

40 credits minimum

Major Requirements

82 credits
Select one of the following World Music courses (4 credits):

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IIMU 241 Listening to Brazil
- IHMU 305 History of Jewish Music
- IAMU 312 Latin American Music, Society & Culture
- IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (8 semesters)
MUAP 101, MUAP 102, MUAP 201, MUAP 202, MUAP 301, MUAP 302, MUAP 401, and MUAP 402 Applied Music (4 credits each, total 32 credits; primary instrument)
MUAP 380 Junior Recital: Performance (0 credit) MUAP 480 Senior Recital: Performance (0 credit) MUAS 101, MUAS 102, Applied Music (1 credit each, 2 credits total; secondary instrument)
MU 118, MU 119, MU 218, and MU 219 Functional Piano I-IV (1 credit each, total 4 credits) (Piano majors may substitute MU 181 Accompanying for MU 118, MU 119, MU 218, and MU 219 for a total 4 credits)
MU 151, MU 152, MU 251, and MU 252 Music Theory I-IV (2 credits each) Students who do not pass the theory placement test given at the time of their audition are advised to seek a private tutor to eliminate this deficiency before starting the sequence of theory classes.
MU 161, MU 162, MU 261, and MU 262 Aural Skills I-IV (1 credit each)
MU 171 Chamber Ensemble (1 credit each)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, total 8 credits)
MU 222 Musical Improvisation (1 credit each)
MU 281 Aural Proficiency Exam (0 credit)
MU 282 Mid-Level Review (0 credit)
MU 283 Piano Proficiency Exam (0 credit)
MU 310 Western Music Before 1700 (2 credits)
MU 312 Western Music After 1700 (4 credits)
MU 315 Conducting I (2 credits)
* MU 495 Seminar in Music (4 credits)

And:

Vocalists Take:

- MU 140 Vocal Diction I (1 credit)
- MU 141 Vocal Diction II (1 credit)
- MU 335 Performance Literature (2 credits)
- MU 326 Applied Pedagogy (2 credits)

Instrumentalists Take:

- MUAS 201, MUAS 202 Applied Music (1 credit each, 2 credits)
- MU 326 Applied Pedagogy (2 credits)
- MU 335 Performance Literature (2 credits)

Degree Requirements
122 credits

Music Technology

Bachelor of Music
School of Arts, Education, and Culture

The B.M. in Music Technology prepares students for careers in audio engineering, sound design, or graduate study in music. Program objectives are located at: http://www.keene.edu/catalog/programs/detail/music-technology-bm/outcomes/. The degree conforms to standards in music technology set by the National Association of Schools of Music, including audio recording, audio engineering, and studio sound. Students will achieve fluency in microphone technique and develop a
knowledge base of other peripheral equipment. The program emphasizes fundamentals of recording equipment and practice, including equipment calibration, alignment, and testing, and studio set-up for recording in various professional settings. In addition, students receive advanced practica in professional recording studio operation.

All students are auditioned before admission to the program.

A grade C or higher must be earned in each music course counted toward the major.

Mid-Level Review

All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student's fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.

The purpose of the Mid-Level Review is threefold: 1) to assess the student's academic progress, 2) to assess the student's artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements

40 credits minimum

Major Requirements

77 credits

Select one of the following World Music courses (4 credits):

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IIMU 241 Listening to Brazil
- IHMU 305 History of Jewish Music
- IAMU 312 Latin American Music, Society & Culture
- IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (6 semesters, 0 credits)
MU 101, MUA 102, MUA 201, MUA 202, MUA 301, MUA 302, MUA 401 Applied Music (2 credits each, 14 credits total)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Large Ensembles (1 credit each, 6 credits total)
During semesters of applied music study, enrollment in at least one large ensemble appropriate to the student's program is required. Pianists/organists may substitute up to two semesters of MU 171 (Piano Ensemble).
MU 118, MU 119, MU 218, MU 219 Functional Piano I-IV (1 credit each, 4 credits total) (Pianists/organists may substitute MU 181 Accompanying for MU 118 and MU 119 for a total of 2 credits).
MU 151, MU 152, MU 251, MU 252 Music Theory I-IV (2 credits each, 8 credits total)
MU 161, MU 162, MU 261, MU 262 Aural Skills I-IV (1 credit each, 4 credits total)
MU 211 Intro to Music Technology (4 credits)
MU 212 Audio Recording Techniques (2 credits)
MU 213, MU 214 Composition I, II (2 credits each, 4 credits total)
MU 222 Musical Improvisation (1 credit)
MU 281 Aural Proficiency Exam (0 credit)
MU 282 Mid-Level Review (0 credit)
MU 283 Piano Proficiency Exam (0 credit)
IIPHYS 305 Physics of Music (4 credits)
MU 310 Western Music Before 1700 (2 credits)
MU 311 Sound Design (4 credits)
MU 312 Western Music After 1700 (4 credits)
MU 315 Conducting I (2 credits)
MU 411 Advanced Sound Design (2 credits)
MU 412 Recording Studio (2 credits)
MU 495 Seminar (4 credits)

Select one of the following courses (2 credits):

- MU 496 Senior Project
- MU 497 Internship in Music Technology

Electives
3 credits
Select music courses or an allied discipline recommended by National Association of Schools of Music, such as Computer Science, Physics, Film Studies, or Management to reach 120 credits.

Degree Requirements
120 credits

Nursing

Bachelor of Science
School of Sciences, Sustainability, and Health

Nursing is an interdisciplinary program grounded in the liberal arts. The major offers two options: a Pre-Licensure option and an RN Completion option. Pre-Nursing/Pre-Licensure students are undergraduates who do not have an RN license. First year students are admitted as Pre-Nursing students until they meet criteria at the end of the sophomore year at which point they become Pre-Licensure nursing students. RN Completion students are those who hold an associate's degree in nursing from a community college and a license to practice as a registered nurse. The integrated curriculum is designed to provide meaningful learning experiences for Pre-Nursing/Pre-Licensure students and RN Completion students and to ensure that graduates possess the knowledge, skill, and attitude reflecting the standards of the State of New Hampshire Board of Nursing (BON) and the Commission on Collegiate Nursing Education (CCNE). The program of study in nursing, with the identified course learning outcomes, expectations, and cumulative semester competencies is designed to reflect the academic integrity expectations of all Keene State College programs while also achieving the requirements of state and national accreditation for our nursing graduates.

Integrative Studies Requirements
40 credits minimum

Major Requirements
100 credits

Pre-Nursing to Pre-Licensure Student Option

Pre-Nursing Requirements

Allied Discipline Requirements:
36 credits

INCHEM 103 Fundamentals of Chemistry
BIO 230 Human Anatomy and Physiology I
BIO 332 Human Anatomy and Physiology II
INPH 175 Essentials of Nutrition Science
PH 240 Microbiology for Health Professionals
ISPH 285 Health in Society
One course in a language other than English
ISPSYC 312 Lifespan Psychology
MATH 141 Introductory Statistics
Pre-Licensure Requirements

64 credits

NURS 301 Introduction to Professional Nursing (2 credits)
NURS 302 Fundamentals of Nursing
NURS 303 Nursing Pharmacology I (2 credits)
NURS 304 Clinical: Patient-Centered Care
NURS 305 Psychosocial Nursing
NURS 306 Pathophysiology for Nursing (2 credits)
NURS 307 Clinical: Evidenced-Based Practice
NURS 308 Medical Surgical Nursing - Acute Care
NURS 309 Nursing Research I (2 credits)
NURS 311 Clinical Calculations (2 credits)
NURS 312 Health Promotion and Assessment
NURS 314 Nursing Pharmacology II (2 credits)
NURS 401 Community Health Nursing
NURS 402 Specialty Nursing Practice
NURS 403 Clinical: Specialty Settings
NURS 404 Nursing Leadership (2 credits)
NURS 405 Nursing Research II (2 credits)
NURS 406 Transition to Practice Clinical
NURS 407 Medical Surgical Nursing - Chronic Care
NURS 408 NCLEX-RN Preparation and Review (2 credits)
NURS 410 Medical Surgical Nursing III (2 credits)

RN Completion Option

Effective Spring 2018 this program is under administrative review. There will be no admission to the program for newly admitted students (i.e., Fall 2018 on) while on administrative hold.

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

Fees

Additional expenses associated with the Nursing program include payment for immunizations, differential fees for clinical courses, travel expenses to and from off-campus clinical assignments, uniforms, professional memberships, and occasional conferences and workshops.

Admission and Progression Criteria

Pre-Nursing to Pre-Licensure Option

Because of the professional nature of nursing and its responsibility to the public, the Nursing program has established the following admissions, progression, and graduation standards for student selection and graduation.

Admitted Freshmen - Declared Nursing Majors

First-year students/freshmen are conditionally accepted to the College as Pre-Nursing Nursing majors and must complete a Declaration of Major form in Nursing at the time of First-Year Orientation.

- Admission as a Pre-Nursing major does not guarantee progression into the Pre-Licensure nursing course sequence. Each cohort is limited to 32 students per year.

Students in the Nursing major are advised and assisted with program planning throughout the program of study.

Progression within the Nursing major occurs when students begin the Pre-Licensure major course sequence in the fall of the junior year, with a maximum of 32 Pre-Licensure students in each cohort. Selection is based on overall GPA, Science GPA and earned score on the Test of Essential Academic Skills (TEAS).
Previously unlicensed nursing candidates are eligible to sit for the RN licensure exam (NCLEX-RN) upon program completion of the Nursing major and graduation requirements.

**Admission Criteria**

Entering first-year students must meet minimum entry requirements of the college and have a minimum high school GPA of 3.25. Conditional admission into the Pre-Nursing track does not guarantee progression into the Pre-Licensure nursing course sequence. At the end of the sophomore year, a maximum of 32 students are accepted for progression into the Pre-Licensure nursing course sequence.

**Progression Criteria**

- Attending a mandatory nursing orientation meeting in the spring of their sophomore year (the semester preceding progression into the Pre-Licensure Nursing course sequence).
- Successful completion of the ISP and Allied Discipline requirements by the end of the sophomore year.
- A minimum overall GPA of 3.4.
- A minimum course grade of 3.0 (B) and a cumulative GPA of 3.25 in the following required science classes:
  - INCHEM 103 Fundamentals of Chemistry
  - BIO 230 Human Anatomy & Physiology I
  - BIO 332 Human Anatomy & Physiology II
  - PH 240 Microbiology for Health Professionals
  - INPH 175 Essentials of Nutrition Science
  - ISPH 285 Health in Society
- Completion of the Test of Essential Academic Skills (TEAS) scoring at the "Proficient" level or above by Reading Day at the end of the sophomore spring semester.
- Applicants can take the TEAS two (2) times in a calendar year with a minimum of 90 days between attempts. Applicants choosing to retake the TEAS must retest on all sections of the test. The results from only one test will be considered.
- Note: Students who do not meet all established criteria may be considered on a case by case basis if space in the Nursing program is available.

Additional expectations and responsibilities for students selected to progress into the Pre-Licensure nursing course sequence and fees.

- Students must successfully complete the Nursing Medication Math Competency testing as one of the required components for earning a passing grade in NURS 304 Clinical: Patient Centered Care. The successful completion of NURS 304 with a minimum grade of B is required to continue progression in the program.
- Students must earn a 3.0 (B) or higher in each required nursing course.
- Students are responsible for the purchase of nursing apparel, professional memberships, ATI Nursing Education materials and expenses associated with required background checks prior to clinical placement.
- A satisfactory background check which results in no findings that could compromise clinical placement eligibility.
- Students must provide proof of immunization prior to clinical placement. Immunizations include: Tb, Varicella, MMR, Hepatitis B series (HEPVAC). HEPVAC requires that the series start around the time of application submission to ensure the six-month series is entirely completed before clinical practice begins.
- Students must provide proof of certification in cardiopulmonary resuscitation for health care providers at the point of application and must maintain certification until after graduation.
- Travel outside of the Keene area is required for clinical experiences, and students are responsible for their own transportation.
- A minimum of 120 credit hours is required to complete the degree.

**Non-Nursing Majors (internal or external transfer students)**

Each cohort of Nursing majors is limited to a maximum of 32 students; a limited number of openings for transfer students may occur. Should openings be available, individual non-nursing major students may apply to become Pre-Nursing majors.

Application to the Pre-Licensure Nursing major for Non-Nursing majors (internal transfers) and transfer students from other institutions (external transfers) typically occurs at the end of the sophomore year (the semester prior to when students begin the Nursing major course sequence during junior year), with a maximum of 32 Pre-Licensure students in each cohort.

Previously licensed nursing candidates are eligible to sit for the RN licensure exam (NCLEX-RN) upon successful completion of the Nursing major and graduation.
Admission Criteria

- Students transferring from other institutions must apply to the College and be accepted.
- All interested students must contact the Nursing program director by email at nursing@keene.edu during the first week of the semester prior to potential progression to the Pre-Licensure Nursing course sequence in junior year. Candidate applications are not carried over year to year.
- Successful completion of the ISP and Allied Discipline requirements by the end of the sophomore year.
- A minimum overall GPA of 3.4.
- A minimum course grade of 3.0 (B) and a cumulative GPA of 3.25 in the following required science classes:
  - INCHEM 103 Fundamentals of Chemistry
  - BIO 230 Human Anatomy & Physiology I
  - BIO 332 Human Anatomy & Physiology II
  - PH 240 Microbiology for Health Professionals
- Completion of the Test of Essential Academic Skills (TEAS) scoring at the "Proficient" level or above by Reading Day at the end of the sophomore spring semester.
- Applicants can take the TEAS two (2) times in a calendar year with a minimum of 90 days between attempts. Applicants choosing to retake the TEAS must retest on all sections of the test. The results from only one test will be considered.

Selection to the Pre-Nursing major will be based on:

- the availability of open seats, and
- the applicant's cumulative GPA.

In the event two or more students have the same cumulative GPA, the tie will be broken based on:

- their cumulative GPAs in Science courses and/or
- the discretion of the Director of Nursing.

RN Completion Option

Because of the professional nature of nursing and its responsibility to the public, the Nursing program has established the following admissions, progression, and graduation standards for student selection and graduation.

Admission Criteria

- Registered Nurses who have completed an associate’s degree in nursing with a licensure as a registered nurse (RN Completion students) must apply for admission to the college.
- All applicants must have an unencumbered New Hampshire license as an R.N.

Progression Criteria

- For the RN Completion option, the courses listed under the option requirements must be completed at Keene State College.

Additional expectations and responsibilities for program progression and fees.

- Students must earn a 3.0 (B) or higher in each course designated as NURS course.
- Students are responsible for the purchase of nursing apparel, professional memberships, ATI Nursing Education materials and expenses associated with required background checks prior to clinical placement.
- A satisfactory background check which results in no findings that could compromise clinical placement eligibility.
- Students must provide proof of immunization prior to clinical placement. Immunizations include: Tb, Varicella, MMR, Hepatitis B series (HEPVAC). HEPVAC requires that the series start around the time of application submission to ensure the six-month series is entirely completed before clinical practice begins.
- Students must provide proof of certification in cardiopulmonary resuscitation for health care providers at the point of application and must maintain certification until after graduation.
- Travel outside of the Keene area is required for clinical experiences, and students are responsible for their own transportation.
- A minimum of 120 credit hours is required to complete the degree. Note: To earn a degree, students must complete at least 30 credits at Keene State College.
Physical Education

Bachelor of Science
School of Sciences, Sustainability, and Health

This interdisciplinary program provides students with multidimensional professional preparation in Physical Education. The Physical Education major is completed by selecting one of the following two options: Teacher Certification or Child and Youth Physical Activity Specialist. An retention process is required for the Teacher Certification option. Specific requirements and standards are listed for each of the two options.

Major Requirements

Teacher Certification Option

84 credits

Declaration of Major and Retention Criteria

Students are accepted to the College as Physical Education majors, Teacher Certification (PETC) option, as described below. Students are advised and assisted with program planning throughout the program of study.

PETC Declaration

Students accepted to the College who wish to pursue the Physical Education major, Teacher Certification option must complete a Declaration of Major form within the HPPE 100 Issues in Physical Education course, or upon consultation with the Human Performance and Movement Sciences Department chair.

Both internal and external transfer students, upon consultation with the Human Performance and Movement Sciences Department chair, may complete the Declaration of Major form. Retention within the PETC program, beyond the first-year classes, will depend upon available openings, and will be consistent with established retention guidelines.

PETC Retention

Retention within the PETC program occurs each year. Because of the professional nature of the PETC program, the following criteria for retention and program completion have been established.

End of First Year

Upon completion of the first year of study (May), each cohort of PETC majors is limited to 18 students. In order to be retained within the program, students must submit a portfolio that meets retention standards, as evidence of each of the following expectations:

- **Personal Identity:**
  Biographical Information

- **Program Planning and Academic Progress:**
  Overall GPA of 2.65, major GPA of 2.65, and grade C or higher in the following HPPE courses (must have taken a minimum of two of the following):
  - HPPE 100 Issues in Physical Education (4 credits)
  - HPPE 260 Total Fitness (2 credits)
  - HPPE 277 Invasion Games Fall (2 credits)
  - HPPE 278 Net/Wall Games Spring (2 credit)

- **Teaching Skills:**
  Demonstration of basic competencies in planning, instruction, reflection, and assessment.

- **Professional Orientation:**
  Documentation of progress in professional role modeling, professional writing, and professional experience.

NOTE: Admission to Educator Preparation is a separate process and is required of all students (refer to Decision Points for Undergraduate Initial Certification Programs, Decision Point 1).

During the Second Year

- Admission to the Educator Preparation Program (Decision Points for Undergraduate Initial Certification Programs, Decision Point 1)
- Following admission to Educator Preparation, progression through the program is dependent upon meeting the criteria for successful completion of Decision Points 2-5
Following the Second Year

- Decision Points for Undergraduate Initial Certification Programs, Decision Point 2: First Practicum
- Decision Points for Undergraduate Initial Certification Programs, Decision Point 3: Second Practicum
- Decision Points for Undergraduate Initial Certification Programs, Decision Point 4: Prior to Student Teaching
- Decision Points for Undergraduate Initial Certification Programs, Decision Point 5: Recommendation for Endorsement

**Teacher Certification Option Course Requirements**

**Integrative Studies Requirements**

*40 credits minimum*

All students in an educator preparation program must meet the New Hampshire General Education Studies standard (ED 609.1). This standard is met by successful completion of the Keene State College Integrative Studies Program.

**Allied Requirements for Physical Education**

*12 credits*

BIO 230 (Human Anatomy and Physiology I) and BIO 332 (Human Anatomy and Physiology II) are prerequisites for courses in the major for all students majoring in Physical Education Teacher Certification option. This sequence is normally started in the spring semester of the freshman year.

The prerequisite for BIO 230 is INCHEM 100, INCHEM 103, or INCHEM 111. Therefore, a chemistry course should be taken during the first semester of the freshman year.

**Competency Requirements for Physical Education**

All students majoring in Physical Education are required to be certified in Standard First Aid, Adult and Child CPR, and AED for courses marked with a 1.

**Physical Education Teacher Certification Requirements**

*72 credits*

HPPE 100 Issues in Physical Education
HP 200 Applied Kinesiology
PSYC 311 Child and Adolescent Psychology
HP 201 Physiology of Exercise
HPPE 360 Teaching Physical Education
HPPE 361 Adapted Physical Education
HPPE 362 Organization and Administration of Physical Education Programs
HPPE 363 Assessment of K-12 Physical Education Learners (2 credits)
HPPE 375 Practicum: Teaching Elementary ¹
HPPE 376 Practicum: Teaching Secondary ¹
HPPE 475 Student Teaching: Elementary ¹ (6 credits)
HPPE 476 Student Teaching: Secondary ¹ (6 credits)
HPPE 477 Student Teaching Seminar

**Skills and Techniques**

The following courses, which must be taken in sequence as follows:

**Freshman Year:**

- HPPE 260 Total Fitness - Fall (2 credits)
- HPPE 277 Invasion Games - Fall (2 credit)
- HPPE 278 Net/Wall Games - Spring (2 credits)

**Sophomore Year:**

- HPPE 255 Developmental Movement - Fall (2 credits)
- HPPE 281 Fielding/Striking/Target Games - Fall (2 credits)
- HPPE 283 Educational Gymnastics - Spring (1 credit)
- HPPE 267 Individual Activities - Spring (2 credits)
Junior Year:

- HPPE 261 Fitness Curriculum for K-12 Learners - Fall (2 credits)
- HPPE 256 Rhythms - Spring (2 credits)
- HPPE 268 Outdoor Pursuits - Spring (1 credits)

Additional Expectations and Responsibilities for Program Retention and Fees

- Students are responsible for the purchase of PETC shirts (pending successful completion of PETC retention portfolio) and expenses associated with Admission to Educator Preparation, and required criminal background checks for specific clinical placements.
- Travel is required for practicum and student teaching experiences. Students are responsible for their own transportation.

Child and Youth Physical Activity Specialist Option

The Child and Youth Physical Activity Specialist option (CYPAS) prepares students to promote and teach physical activities to children and youth within a community or outdoor setting. This non-licensure option merges an understanding of child and youth development with the knowledge, skills, and dispositions necessary to instruct a variety of physical activities. Students who graduate from this program are prepared to become physical activity leaders in one or more of the following settings: recreation, sports and dance clubs/teams, after school programs, and outdoor programs.

Does not lead to K-12 certification.

Declaration of Major

Students are accepted to the College as Physical Education majors, Child and Youth Physical Activity (CYPAS) option, as described below. Students are advised and assisted with program planning throughout the program of study.

Students accepted to the College who wish to pursue the Physical Education major, Child and Youth Physical Activity option must complete a Declaration of Major form within the HPPE 100 Issues in Physical Education course, or upon consultation with the Human Performance and Movement Sciences Department chair.

Both internal and external transfer students, upon consultation with the Human Performance and Movement Sciences Department chair, may complete the Declaration of Major form. Retention within the CYPAS program, beyond the first-year classes, will depend upon available openings.

Child and Youth Physical Activity Specialist Option Course Requirements

64 Credits

HPPE 100 Issues in Physical Education
PH 101 Health and Wellness
PSYC 311 Child and Adolescent Psychology
HP 200 Applied Kinesiology
HP 201 Physiology of Exercise
HP 210 Principles of Coaching
HPPE 360 Teaching Physical Education
HPPE 362 Organization and Administration of Physical Education Programs
IIHP 310 Psychosocial Aspects of Sport
HPPE 374 CYPAS Practicum 1 ¹
HPPE 474 CYPAS Practicum 2 (6 credits) ¹

Skills and Techniques

The following courses, which must be taken in sequence as follows:

Freshman Year:

- HPPE 260 Total Fitness - Fall (2 credits)
- HPPE 277 Invasion Games - Fall (2 credit)
- HPPE 278 Net/Wall Games - Spring (2 credits)

Sophomore Year:

- HPPE 255 Developmental Movement - Fall (2 credits)
• HPPE 281 Fielding/Striking/Target Games - Fall (2 credits)
• HPPE 283 Educational Gymnastics - Spring (1 credit)
• HPPE 267 Individual Activities - Spring (2 credits)

Junior Year:
• HPPE 261 Fitness Curriculum for K-12 Learners - Fall (2 credits)
• HPPE 256 Rhythms - Spring (2 credits)
• HPPE 268 Outdoor Pursuits - Spring (1 credits)

Open Electives
Select courses to reach a minimum total of 120 credits for the degree.

Degree Requirements
120 credits

Additional Expectations and Responsibilities for Program and Fees
Travel is required for practicum experiences. Students are responsible for their own transportation.

Open Electives
Select courses to reach a minimum total of 120 credits for the degree.

Degree Requirements
120 credits

Political Science
Bachelor of Arts
School of Sciences, Sustainability, and Health

The Political Science major provides students with an understanding of politics and government as practiced in the United States and throughout the world, a knowledge of global political relationships, opportunities to develop skills that are useful both in the course of participating first-hand in politics and in the rigorous analysis and communication of complex information, familiarity with methods used in the study of political science, and preparation for professional careers in law, government, international affairs, and the teaching of politics and the social sciences.

Students pursuing a major in political science should receive a grade C or higher in each course that counts toward the major.

Integrative Studies Requirements
40 credits minimum

Major Requirements
40 credits

Core Courses
24 credits
ISPOSC 210 U.S. Politics
ISPOSC 220 Global Politics
ISPOSC 230 Foundations of Political Thought
POSC 250 Writing and Research
POSC 401 Keystone in Political Science

Select one from the following:
• POSC 312 Public Policy Analysis
• POSC 318 United States Congress
• POSC 323 Advanced Comparative Government
In addition students must take another **16 credits** in the discipline at the 200-level or higher, at least 8 of which must be at the 300 level or higher.

**Certification as a Social Studies Teacher**

Political Science is an approved major for students seeking Secondary Social Studies Certification. Students will need to take the following additional certification requirements:

**Dual Major in Education**
- Secondary Education

**Requirements for Certification**

IHHIST 161 American Perspectives to 1877 or HIST 161 Topics in United States History I  
IHHIST 162 American Perspectives from 1877 or HIST 162 Topics in United States History II  
IHHIST 111 The Ancient and Medieval World or HIST 111 Traditional World Civilization  
IHHIST 112 The Modern World or HIST 112 Modern World Civilization  
ISECON 104 Introduction to Macroeconomics  
PSYC 101 General Psychology  

Select one of the following:
- ISGEOG 101 World Regional Geography  
- ISGEOG 201 Geography for Teachers  

Select one of the following:
- 100- to 200-level course in Sociology  
- ISANTH 110 Cultural Anthropology  

**Electives**

Select courses to reach a total of 120 credits for the degree.

**Degree Requirements**

120 credits

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**Psychology**

**Bachelor of Arts**  
**School of Sciences, Sustainability, and Health**

The psychology program prepares students for success in a graduate program in psychology and/or a career in a psychology related field. The program exposes students to the methodologies, problems, bodies of knowledge, and broad range of perspectives found currently in psychology.

Students majoring in psychology will gain an understanding of

1. the scientific applications in psychology  
2. individual differences  
3. the biological basis of behavior  
4. the social basis of behavior

Core courses in the major provide students with the fundamentals for understanding psychology as a science. Elective courses expand and enhance students’ knowledge through a variety of topics such as child and adolescent psychology, counseling, motivation, personality, culture and psychology, and ethology. Psychology majors also have the opportunity to be involved in practica that provide them with real-world experiences working in the field of psychology. They may also conduct independent research with faculty members exploring topics beyond the available curriculum. Especially motivated students may participate in the honors program in which they develop, carry out, and present a research project.

Psychology majors are employed in diverse fields and many go on to attain masters and doctoral degrees. The program prepares them to meet those challenges.
Integrative Studies Requirements

**40 credits minimum**

Major Requirements

**40 credits**

To receive a degree in Psychology, a student must earn a grade C or better in the following core courses: PSYC 101, PSYC 251, PSYC 252, PSYC 253, PSYC 382, and PSYC 495. Courses may be retaken as needed to meet this requirement.

**Core Courses**

**24 credits**

PSYC 101 General Psychology  
PSYC 251 Psychological Statistics  
PSYC 252 Research Methods in Psychology  
PSYC 253 Brain and Behavior  
PSYC 382 History of Psychology  
PSYC 495 Seminar

**Psychology Electives**

**16 credits**

Select at least two courses from one of the following groups (8 credits) and at least one course from each of the remaining groups (8 credits):

**Group 1**

- PSYC 242 Personality  
- PSYC 340 Psychological Testing  
- PSYC 345 Abnormal Psychology  
- PSYC 444 Counseling  
- PSYC 447 Clinical Psychology

**Group 2**

- PSYC 221 Social Psychology  
- PSYC 311 Child and Adolescent Psychology  
- PSYC 314 Adulthood and Aging  
- PSYC 425 Psychology of Women  
- PSYC 467 Human Behavior and the Legal System

**Group 3**

- PSYC 321 Culture and Psychology  
- PSYC 355 Psychology of Learning  
- PSYC 357 Cognitive Processes  
- PSYC 385 Work and Organizational Psychology  
- PSYC 453 Sensation and Perception

**Open Electives**

Select courses to reach a total of 120 credits for the degree.

**Psychology Honors Program**

Motivated psychology students may participate in an advanced program of research culminating in graduation with Honors in Psychology. This program allows students to pursue supervised research or applications of psychology in greater depth than provided in course offerings. Students electing to participate in this program complete all requirements for the Psychology major plus 2 credits of PSYC 496 Honors Seminar and 6 credits of PSYC 499 Honors Research during the two semesters of the senior year. These credits may be in lieu of or in addition to open elective credits used to fulfill the requirements for the Psychology major.
Admission to the Honors Program is based on:

1. Self-nomination after completion of 80 credits with an overall grade point average of 3.20.
2. Support of an Honors Committee consisting of a faculty sponsor and two other faculty members, one of whom may be from a department other than Psychology. The Honors Committee will review the student's project proposal at the time of enrollment in PSYC 496 and PSYC 499 and, if they approve it, accept the student into the Honors Program.
3. Completion of at least five psychology courses, including PSYC 251 Psychological Statistics and PSYC 252 Research Methods at the time of application for admission to the Honors Program.

At the end of the senior year, each participant:

1. Submits a final written report on the Honors work for approval by his or her Honors Committee.
2. Presents the results of his or her work and responds to questions about the project and its relationship to the larger body of psychological knowledge, in a colloquium open to the public.
3. The student's Honors Committee votes on whether or not to accept the Honors project.

Students successfully completing all facets of the Honors Program and having an average of 3.20 overall and 3.20 in Psychology will graduate with Honors in Psychology.

Degree Requirements

120 credits

Public Health

Bachelor of Science
School of Sciences, Sustainability, and Health

Public Health is an interdisciplinary program grounded in the liberal arts. The major is comprised of courses in Health Promotion, Nutrition, Addictions, Physical Activity, Biology, Chemistry, and Psychology. Students learn environmental, socioeconomic, and personal factors that influence the health of individuals and populations while creating targeted interventions. To complete the Public Health major, students select one of three options: Population Health, Nutrition, or Addictions. All Public Health majors complete the Public Health core along with courses in their option. This major prepares students for a wide variety of health related careers and pre-professional health programs. Prospective students should meet with a faculty advisor during their first semester to review the application process for each of the options within Public Health. Specific requirements and standards are listed for each of the options.

Integrative Studies Requirements

40 credits minimum

Major Requirements

72-96 credits

Core Courses

32 credits

PH 101 Health and Wellness
INPH 175 Essentials of Nutrition Science
ISPH 285 Health in Society
PH 360 Physical Activity and Health
PH 380 Addiction: Theory, Practice, and Research
PH 385 Behavior Change
PH 485 Health Promotion Practice

Select one of the following:

- PH 494 Public Health Capstone
- PH 495 Seminar: Public Health Research
Population Health Option

36 - 48 credits

The Population Health option offers three specializations: Community Health, Behavior and Health, and Pre-Professional Health. Students select one of the specializations and complete option and specialization requirements. Population Health graduates work to change policies, environments, attitudes, and behaviors that affect health. The Community Health specialization prepares students for professional careers in community health education, global health, or for graduate programs in public health or health education. The Behavior and Health specialization prepares students for graduate programs and careers in health psychology, health coaching, pain management, or behavioral health. The Pre-Professional Health specialization is a flexible track for students intending to pursue advanced study and careers in nursing, physician's assistant, chiropractic, occupational therapy, medical school or other health-related professions.

Students interested in the Population Health option should meet with a Public Health faculty advisor to declare and apply to the major. The review of applications and notification of the results will be made the following semester. If a student is not accepted, he or she should schedule a consultation with his or her Public Health faculty advisor. During the conference, the student will be notified of any areas of deficiency and guidance to address them.

Admission Criteria

Overall GPA of 2.5, major GPA of 2.5, and a grade C or higher in PH 101 Health and Wellness is required. For transfer students, equivalent transferred courses may be considered if approved by Public Health faculty.

Population Health Option Course Requirements

Allied Discipline Requirements

16 credits

BIO 230 Human Anatomy and Physiology I and Lab
BIO 332 Human Anatomy and Physiology II and Lab
INCHEM 103 Fundamentals of Chemistry
IHCOMM 171 Public Speaking

Allied discipline courses are prerequisites for courses in the major. The BIO sequence should be started in the second semester of the first year.

Community Health Specialization

24 credits

IIENST 150 Global Environmental Change
PH 305 Epidemiology
PH 325 Public Health
PH 330 Health Psychology

Select one:

- PH 318 Nutrition throughout the Lifespan
- ISPSYC 312 Lifespan Psychology

Behavior and Health Specialization

32 credits

PSYC 101 General Psychology
MATH 141 Introductory Statistics
PSYC 221 Social Psychology
PSYC 242 Personality
PSYC 253 Brain and Behavior
PH 330 Health Psychology
PSYC 345 Abnormal Psychology
Select one:

- ISPSYC 312 Lifespan Psychology
- PH 318 Nutrition throughout the Lifespan

**Electives**

Select courses to reach a total of 120 credits for the degree. Please meet with a faculty advisor for selecting electives.

**Degree Requirements**

120 credits

**Pre-Professional Health Specialization**

24 credits

- MATH 141 Introductory Statistics
- PH 240 Microbiology for Health Professionals
- PH 305 Epidemiology
- ISPSYC 312 Lifespan Psychology
- PH 325 Public Health
- PH 330 Health Psychology

**Electives**

Select courses to reach a total of 120 credits for the degree. Please meet with a faculty advisor for selecting electives. Pre-Professional Health students will need to work closely with a faculty advisor to carefully plan their schedule to meet the requirements for their specific post-baccalaureate program.

**Degree Requirements**

120 credits

**Nutrition Option**

64 credits

The Nutrition option is currently granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995. This option provides the basic academic preparation necessary to become a registered dietitian (RD). Certification as an RD is often mandatory for professional positions and requires completion of an approved postgraduate supervised practice program.

Typically, a student who successfully completes the ACEND-approved curriculum, an ACEND-accredited internship or pre-professional practice program, and the registration examination becomes qualified as a health professional responsible for services in areas such as nutrition service-related management, clinical or community dietetics, education, consultation, private practice, and research.

The application process for admission to the Nutrition option occurs during the first semester for freshmen and transfers. Each student should meet with a faculty advisor and take PH 101 Health and Wellness. The review of applicants and notification of the results of this review will be made by the end of that semester. If a student is not accepted, he or she should schedule a consultation with one or more members of the Public Health Admissions Committee. During the conference, the student will be notified of any areas of deficiency that need to be addressed. Once admitted, the student must officially declare his or her major through a faculty advisor.

**Admission Criteria**

Students must have an overall GPA of 2.8. Application for permanent admission to the option is typically completed at the end of the student's first year. After completion of the following courses with an average of B or higher (3.0), students interested in pursuing the Nutrition option must submit an application for permanent admission to the Public Health Nutrition option:

- PH 101 Health and Wellness
- INPH 175 Essentials of Nutrition Science
- INCHEM 103 Fundamentals of Chemistry

For transfer students, equivalent transferred courses may be considered if approved by the Admissions Committee.
Application Process

The application process for admission to the Nutrition option occurs just after grades are finalized in the spring semester. The following steps should be followed by all students interested in applying to the Nutrition option:

- Arrange an appointment with an advisor in the Nutrition option and complete a Declaration of Major form that is then submitted to the Registrar's office.
- Complete the following introductory courses required before the "official" application for permanent admission to the Nutrition option will be considered: PH 101 Health and Wellness, INPH 175 Essentials of Nutrition Science, INCHEM 103 Fundamentals of Chemistry. An overall GPA of 2.8 and an average grade of B or better in those courses previously listed are required for application submission.

If the above criteria are met, applications can be officially submitted for permanent admission to the option. Applications should be submitted to the Nutrition option program director immediately upon completion of the spring semester. Applications need to be postmarked by one week following the last day of final exams in the spring semester. Enrollment in additional Health Science/Nutrition option major courses will not be allowed if application has not been made.

The review of applications and notification of the results of this review will be made in writing before the start of the fall semester. Students who have met the application criteria will be considered admitted to the option. The overall GPA of these students will then be monitored by their Nutrition option advisor to assure that it remains at the 2.8 or higher level.

Students who are not admitted into the Nutrition option or do not submit application materials to the option by due dates will be deregistered from PH 215 and/or PH 216. These students will be able to adjust their schedule using the online registration process at least 1 week prior to the start of classes. If a student is not permanently accepted into the Nutrition option they should complete the following steps:

- If the student desires to continue to pursue the option, schedule a consultation with her/his Nutrition option advisor. During this conference, the student will be notified of any areas of deficiency, which need to be addressed.
- If the student does not desire to continue to pursue the Nutrition option, complete a new "Declaration of Major" form removing them from the Nutrition option. If the student does not complete this step, their advisor will notify the Registrar's office to change their major to "undeclared."
- If interested and if deficiencies are addressed, the student can reapply one time at the conclusion of the following fall semester.

Nutrition Option Requirements

40 credits

PH 215 Nutrition Science and Application
PH 216 Food Culture and Community Nutrition
PH 225 The Nutrition Profession (2 credits)
PH 240 Microbiology for Health Professionals
PH 310 Food Science
PH 313 Food Service Management
PH 318 Nutrition throughout the Lifespan
PH 414 Medical Nutrition Therapy I (2 credits)
PH 415 Nutritional Biochemistry
PH 416 Medical Nutrition Therapy II
PH 473 Practicum: Nutrition

The following courses are required for ACEND:

Allied Discipline Requirements

24 credits

BIO 230 Human Anatomy and Physiology I and Lab
BIO 332 Human Anatomy and Physiology II and Lab
INCHEM 103 Fundamentals of Chemistry and Lab
CHEM 220 Fundamental Organic Chemistry and Lab
IHCOMM 171 Public Speaking
MATH 141 Introductory Statistics

Allied Discipline courses are prerequisites for courses in the major. The BIO sequence should be started in the second semester of the freshman year.
Degree Requirements

120 credits

Addictions Option

40 credits

The Addictions option at Keene State College is an academic program with practical training in preparation for further studies in the field or entry-level employment in Addictions. The program provides students with a theoretical understanding of addictions and an introduction to counseling, treatment, and related practices. The curriculum emphasizes research, theory, and practice regarding the continuum of care in addictions.

Depending on the criteria of each state, the work in this Addictions program may be applied toward becoming a licensed or certified alcohol and drug abuse counselor or prevention specialist. However, this process is pursued separately through the students' State Bureau of Substance Abuse, Prevention, and Treatment Services.

Students interested in the Addictions option should meet with a Public Health faculty advisor to declare and apply to the major. The review of applications and notification of the results will be made the following semester. If a student is not accepted, he or she should schedule a consultation with his or her Public Health faculty advisor. During the conference, the student will be notified of any areas of deficiency and guidance to address them.

Admission Criteria

Overall GPA of 2.5, major GPA of 2.5, and a grade C or higher in PH 101 Health and Wellness is required. For transfer students, equivalent transferred courses may be considered if approved by Health Science faculty.

Addictions Option Requirements

20 credits

PH 200 Alcohol and Other Drugs: The Fundamentals
PH 382 Addiction Counseling
PH 386 Assessment to Treatment in Addictions
PH 492 Internship in Addictions

Select one of the following:

• PH 491 Advanced Drug Treatment Methods
• PH 493 Co-Occurring Disorders

Allied Discipline Requirements

20 credits

IHCOMM 171 Public Speaking
BIO 230 Human Anatomy and Physiology I and Lab
BIO 332 Human Anatomy and Physiology II and Lab
INCHEM 103 Fundamentals of Chemistry
MATH 141 Introductory Statistics

Allied Discipline courses are prerequisites for courses in the major. The BIO sequence should be started in the second semester of the first year.

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits
Safety and Occupational Health Applied Sciences

Bachelor of Science  
School of Sciences, Sustainability, and Health

This major prepares students for a variety of occupational safety and health program management positions in the private and public sector. Emphasis is placed on critical thinking, hazard identification and prioritization, problem solving, cost effectiveness, professional skills in programmatic management, and safety and environmental regulatory compliance. Graduates will have the capacity to pursue graduate study, participate in applied research, or transition directly into careers in loss control, risk management, organizational safety, and consulting.

Integrative Studies Requirements  
40 credits minimum

Major Requirements  
44 credits

SOHAS majors must achieve a grade of "C" or higher in all Core Courses and the Capstone Course.

Core Courses  
24 credits

INSafe 103 Safety Chemistry  
SAFE 202 Occupational Safety  
SAFE 302 Law and Ethics in Safety  
SAFE 303 Safety and Health Standards  
SAFE 305 Health Hazard Identification  
SAFE 307 Safety Management Systems

Safety Electives  
16 credits

Select four of the following (two must be 300 level or above):

- SAFE 101 Safety Awareness  
- SAFE 203 Fire and HAZMAT Response  
- SAFE 204 Human Factors in Safety  
- SAFE 206 Construction Safety Standards  
- SAFE 306 Behavioral Based Safety  
- SAFE 290 Special Topics in Safety  
- SAFE 301 Loss Prevention  
- SAFE 304 Environmental Law and Regulation  
- SAFE 401 Industrial Hygiene  
- SAFE 402 Critical Incident Response  
- SAFE 490 Special Topics in Safety  
- SAFE 495 Safety Seminar

Safety Capstone  
4 credits

SAFE 497 Innovative Safety Leadership

Honors Program  
8 credits

(Selective enrollment; see below for requirements.)

SAFE 491 Honors Research (Can be used as Safety Electives.)

Internships  
(Highly recommended.)
SAFE 200 Safety Internship 2-8 credits (Open Elective Credit only.)
SAFE 400 Adv Safety Internship 2-8 credits (Open Elective Credit only.)

Open Electives
Select additional courses of your choice to bring total number of credits earned to 120.

Honors Program
Motivated Safety students can participate in an advanced program of research through independent study projects and internship experiences. This program recognizes and formalizes outstanding academic achievement, culminating with graduation with Honors in Safety. This program allows students to pursue supervised research or applications of safety in greater depth than provided in principal course offerings during their final years as an undergraduate at Keene State College. Students electing to participate in this program complete all requirements for the Safety major plus 4 credits of SAFE 401 Industrial Hygiene.

Admission to the Safety and Honors Program is based on:

1. Self-nomination after completion of 75 credits; consistent with the Rho Sigma Kappa National Safety Honor Society requirements, students will hold an overall grade point average of 3.0 and a grade point average in the Safety and Occupational Health Applied Sciences major of 3.4 or better.
2. Support of an Honors Committee consisting of three full-time tenure-track Safety faculty selected by the Safety Faculty. Students accepted into the Safety Honors Program will participate in research projects funded by external grants. Honors Program capacity may fluctuate due to availability of research project positions or seats in Graduate classes. To maintain program capacity, final selection will be based on students with the highest overall GPA at the time of application to the program.
3. Completion of, or enrollment in, all SAFE Core Courses. Final admission requires successful completion of those Safety courses enrolled in at the time of application for admission to the Honors Program.

Qualified candidates may complete the Safety Honors program via two separate tracks.

1. Honors Research Track (This track is dependent on availability of research positions.)
Complete eight credits of SAFE 491 Honors Research during the two semesters of the senior year. These credits may be in lieu of or in addition to Safety Elective credits used to fulfill the requirements for the Safety major.
At the end of the senior year, to graduate with the distinction of Honors in Safety, each participant in the Honors Research Track:

1. Submits a final written report (or publication-ready document) on the Honors work for approval by his or her Honors Committee.
2. Presents the results of his or her work and responds to questions about the project and its relationship to the safety profession.
3. Immediately following the project presentation, the student's Honors Committee votes on whether or not to accept the Honors project.

Students are encouraged to apply for applicable undergraduate research grant funding.

2. Advanced Study Track
Complete two 600-level Safety courses, one from the Fall schedule and one from the Spring schedule. Safety Honors students are limited to two Graduate level classes and may enroll for one in a semester. Undergraduate students who successfully complete two 600-level Safety courses totaling 8 credits, with a minimum grade of B, will not be required to repeat those courses if they enroll in the Graduate program.

Courses Available for Honors Enrollment (select two - one per semester)

- SAFE 601 Current Issues in Safety
- SAFE 602 Best Practices in Safety
- SAFE 603 Applied Occupational Health
- SAFE 604 Leading Safety Change
- SAFE 605 Safety Management Systems
- SAFE 610 Risk and Safety

Students successfully completing all facets of the Honors Program and having an average of 3.00 overall and 3.40 in Safety Studies will graduate with Honors in Safety.
Degree Requirements

120 credits

Sociology
Bachelor of Arts
School of Sciences, Sustainability, and Health

The Sociology program offers students knowledge and resources to search systematically for answers to questions about society. Sociology students develop a sociological imagination, which is the ability to grasp the close relationship between personal experiences and the larger social world. Our majors study social and cultural forces that shape individual and group behavior using a variety of scientific methods such as surveys, interviews, observation, and content analysis. By studying and critically assessing sociological theories, sociology students also describe, interpret, and explain how the world works.

Core courses provide excellent training in sociological concepts, theories, and methods. Electives focus on topics like the environment, popular culture, families, inequalities, race and ethnicity, crime and deviance, anthropology, and global society. Sociology majors may also engage in community research, service-learning projects, internships, and travel through coursework. Students with a bachelor’s degree in sociology are well prepared for graduate and professional studies and careers using their interpersonal skills and specialized knowledge in the areas of education, social services, human rights, health and wellness, justice, advocacy, and research.

Integrative Studies Requirements

40 credits minimum

Major Requirements

40 credits

To receive a degree in Sociology, a student must earn a grade C or better in the following core courses: ISSOC 125, ISANTH 110 or ISANTH 111, SOC 301, SOC 303, and SOC 305. Courses may be retaken once to meet this requirement. If, after taking the course a second time, a student has not achieved the required grade, the student should meet with the student's advisor or the department chair to discuss implications.

ISSOC 125 Introduction to Sociology

Select one of the following courses:

- ISANTH 110 Cultural Anthropology
- ISANTH 111 Archeology and Physical Anthropology

SOC 301 Sociological Research Methods

SOC 303 Sociological Quantitative Analysis

SOC 305 Sociological Theory

Select one of the following:

- CJS 461 White-Collar Crime
- CJS 463 Law and Society
- CJS 469 The Sociology of Punishment
- CJS 471 Women and Crime
- CJS 473 Race and Crime in the Media
- CJS 490 Advanced Special Topics in Criminal Justice Studies
- HGS 427/SOC 427 Rwandan Society and Genocide
- SOC 433 Social Movements
- SOC 450 Mind, Self, and Society
- SOC 455 The Body and Sexuality in Society
- SOC 472 Sociology of Health and Medicine
- SOC 475 Social Stratification
- SOC 480 Political Sociology
- SOC 485 Science and Society
- SOC 490 Advanced Special Topics in Sociology
Major Electives

16 credits

Twelve (12) major credits (SOC/ISSOC/ANTH/ISANTH/CJS) must be taken at the 300 level or higher. Eight (8) credits from ANTH/ISANTH or CJS may be used toward major electives. ISSOC 125 does not apply.

Students may not combine a Sociology major with Anthropology/Sociology as a second major/dual major. Sociology majors who wish to do more advanced study in Anthropology should add an Anthropology minor, or complete only the Anthropology/Sociology major.

Social Services Specialization

20 credits

Sociology majors may choose this specialization by completing their 16 credit elective credits plus one additional course (4 credits) in the following manner.

Core Courses

8 credits

SOC 234 Introduction to Social Work
ISSOC 310 Social Problems

Electives

12 credits

Choose any three of the following courses:

- SOC 320 Women, Gender, and Society
- SOC 325 Ethnic Relations
- SOC 328 Social Policy
- SOC 335 Practicum in Sociology
- SOC 345 Sociology of Families
- SOC 370 Homeless in NH & US
- SOC 472 Sociology of Health and Medicine
- SOC 475 Social Stratification

Courses for the specialization that also fulfill requirements for the sociology major are not counted twice for overall college credit.

Certification as a Social Studies Teacher

Sociology is an approved major for students seeking Secondary Social Studies Certification. Students will need to take the following additional certification requirements:

Major in Education

- Secondary Education

Requirements for Certification

IHHIST 161 American Encounters to 1877
IHHIST 162 American Encounters from 1877
IHHIST 111 The Ancient and Medieval World
IHHIST 112 The Modern World
ISECON 104 Introduction to Macroeconomics
PSYC 101 General Psychology

Select one of the following:

- ISGEOG 101 World Regional Geography
- ISGEOG 201 Geography for Teachers
Select one of the following:

- ISPOSC 210 U.S. Politics
- ISPOSC 220 Global Politics

Electives

Select courses to reach a total of 120 credits for the degree.

Honors Program

Motivated sociology students may participate in an advanced program of research culminating in graduation with Honors in Sociology. Students electing to participate in this program complete all requirements for the Sociology major plus 8 credits of SOC 499 Senior Honors Thesis during the two semesters of the senior year.

Admission to the Honors Program is based on:

1. Self-nomination after completion of 80 credits with an overall and major GPA of 3.50 or above.
2. Support of an Honors Committee consisting of a faculty sponsor and two other faculty members, one of whom may be from a department other than Sociology. The Honors Committee will interview the student prior to enrollment in SOC 499 and notify successful applicants of their admission prior to enrollment.
3. Completion of, or enrollment in, at least five sociology courses, including SOC 301, SOC 303, and SOC 305. Final admission requires successful completion of those Sociology courses enrolled in at the time of application for admission to the Honors Program.

At the end of the senior year, each participant:

1. Submits a final written report on the Honors work for approval by his or her Honors Committee.
2. Presents the results of his or her work and responds to questions about the project and its relationship to the larger body of sociological knowledge, in a colloquium open to the public.
3. The student's Honors Committee votes on whether or not to accept the Honors project.

Students successfully completing all facets of the Honors Program and having an overall and major GPA of 3.50 or above will graduate with Honors in Sociology.

Degree Requirements

120 credits

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**Spanish**

**Bachelor of Arts**

**School of Arts, Education, and Culture**

This major allows students to acquire an active command of written and spoken Spanish, with a knowledge of historical and contemporary issues in the Spanish-speaking world. It is designed to complement programs such as Film Studies, English, History, Management, Music, and Education. Spanish majors must study in Spain or Latin America through our exchange programs or through other approved programs. Students planning to study abroad must consult with the Global Education Office and Spanish faculty before departure to arrange for program approval and transfer of credit and detailed study away requirements. Students must meet with Modern Language faculty for pre approval and additional proficiency requirements. Students seeking teacher certification in French or Spanish must also take the Oral Proficiency Interview and attain a score of "Intermediate High" or higher and pass the Praxis II to receive teacher certification.

New students who have had no prior Spanish should register for IHSP 101. Students with one or two years of successful high school study or one college semester should register for IHSP 102. Students with three or more high school years or two college semesters should register for IHSP 103. Students must consult Spanish faculty to find the most appropriate level.

**Language Requirement**

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities.

A student majoring in Spanish satisfies this requirement by virtue of completing course requirements for the major.
Integrative Studies Requirements

40 credits minimum

Major Requirements

40 credits

SP 201 Intermediate Spanish
SP 315 Conversation & Composition I
SP 316 Conversation & Composition II
SP 325 Introduction to Spanish Literature
SP 350 Study in Spain or Latin America
SP 405 Contemporary Spanish Usage
SP 410 Advanced Spanish Grammar
SP 495 Seminar

Teacher Certification in Spanish

Dual Major in Education

- Secondary Education
- Students pursuing a dual major in Education will refer to the appropriate Education option. Also, students seeking teacher certification in French or Spanish are required to take and pass the Praxis II Content Knowledge Test as well as the Official ACTFL Oral Proficiency Interview (OPI). The (OPI) must be completed no later than 30 days following the student's return from study abroad.

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

Sustainable Product Design and Innovation

Bachelor of Science
School of Sciences, Sustainability, and Health

The Sustainable Product Design and Innovation major at Keene State College is a pre-professional four-year program offering a cross-disciplinary curriculum to give the student a solid foundation in the artistic, scientific, and technical aspects of product design and the social and scientific aspects of sustainability concerns. Product Design involves the synthesis of consumer needs and production capabilities in the creation of new products and their affiliated services. The integrated sustainability issues link the multitude of human factors, environmental, and resource depletion concerns to the decision-making process. The curriculum draws from five disciplines: art, management, mathematics, safety, and industrial/product design to build the student's capacity in design theory and practice, material sciences, production processes, digital technology, and the quantitative and qualitative issues of sustainability and business practices. All SPDI Majors complete the SPDI major requirements totaling 64 credits. By choosing additional courses noted below, students may elect to further focus their studies by adding an option in Physics/Math. The option is not required to complete the SPDI major.

The Sustainable Product Design and Innovation major is designed to provide students with a hands-on project-based learning curriculum focusing on real-world applications grounded in a liberal arts foundation. The emphasis on innovation complemented with business management encourages creative problem-solving and entrepreneurship, providing students with the tools to adapt and evolve their career paths to meet the needs of a rapidly changing world. Integrated sustainability values prepare students for engagement in the product realization arena in the "lean" and "green" global production economy. Graduates are prepared to pursue graduate study or transition directly into careers in product design/engineering, technology/evaluation, planning, supply, production, quality control, technical services, marketing, sales, or other related professions.

Integrative Studies Requirements

40 credits minimum
Major Requirements

(64 credits)

SPDI Core Courses

24 credits

SPDI 110 Electricity and Electronics Fundamentals or PHYS 260 Electronics
SPDI 152 Product Design I
SPDI 180 Metal Processes and Prototyping
SPDI 221 Three-Dimensional CAD
SPDI 304 Materials: A Life-Cycle View
SPDI 351 Product Design II

Management Core Courses

16 credits

MGT 101 Introduction to Management
MGT 140 Quantitative Decision-Making
MGT 215 Accounting for Sustainable Business

Choose one of the following courses:

- MGT 331 Principles of Marketing
- MGT 446 Competitive Manufacturing Management

SPDI/Management/Physics Electives

Select 4 credits from the following courses

- SPDI 121 Drafting, Sketching, and CAD
- INPHYS 131 Engineering Fundamentals
- SPDI 170 Introduction to Woodworking Technology
- SPDI 270 Woodworking Processes
- SPDI 290 Special Topics
- SPDI 298 Independent Study
- SPDI 321 Advanced 3D CAD
- SPDI 330 Metrology and CMM
- SPDI 380 CAD/CAM Using MasterCAM
- SPDI 410 Mechatronics and Automation
- SPDI 430 Advanced Metrology and CMM (2 credits)
- SPDI 450 Product Design for Manufacturing and Assembly
- MGT 451 Business and Society
- SPDI 456 Portfolio Design (2 credits)
- SPDI 490 Advanced Special Topics
- SPDI 495 Seminar
- SPDI 498 Independent Study

Required Allied Discipline Courses

12 credits

IAART 103 Three-Dimensional Design
SAFE 204 Human Factors in Safety

Select at least one of the following MATH courses:

- MATH 120 Applied Algebra and Trigonometry
- MATH 130 Precalculus
- MATH 151 Calculus I
SPDI Capstone Courses

8 credits

SPDI 352 Product Design III
SPDI 400 Manufacturing Enterprise

Internships and/or Cooperative Education Experiences are recommended:

- SPDI 294 Cooperative Education (count toward elective credit)
- SPDI 494 Advanced Cooperative Education (count toward elective credit)

Physics/Math Option:

While not required for the SPDI major, each student may choose an option of Physics/Math. Courses for the option that also fulfill requirements for the SPDI major are not counted twice for overall college credit. Please note that some courses within the option may require prerequisite courses.

Physics/Math Option

48 credits

This option can help prepare the student for career growth and flexibility related to new product design and development, engineering and manufacturing and for further academic study upon graduation in Engineering and Physics. Students electing the Physics/Math Option will build on their SPDI major's knowledge and skills in design thinking, product design and development processes, materials and manufacturing methods, business management, and sustainability, with a strong cross-disciplinary foundation in Math and Physics and in other engineering related disciplines of chemistry, computer programming, and statistics. To fulfill the Physics/Math option students must take the following courses while fulfilling the requirements for the SPDI major:

- MATH 151 Calculus I
- INPHYS 131 Engineering Fundamentals (includes 4 credits in the ISP)

In addition to the SPDI major, choose the following Allied Discipline Courses

40 credits (including 12 credits in the ISP)

Mathematics

- MATH 152 Calculus II
- MATH 251 Vector Calculus
- MATH 231 Linear Algebra
- MATH 361 Differential Equations

Physics

- INPHYS 241 University Physics I
- PHYS 242 University Physics II
- PHYS 275 University Physics III
- PHYS 300-400 Level Elective

Other Allied Disciplines

- ISCS 140 Programming Fundamentals

Choose one:

- INSAFE 103 Safety Chemistry
- INCHEM 111 Chemistry I

Electives

Select additional courses of your choice to bring total number of credits earned to 120. Students are encouraged to complete a minor or an organized cluster of courses related to their career interests.
Degree Requirements

120 credits

Theatre and Dance

Bachelor of Arts
School of Arts, Education, and Culture

The Department of Theatre and Dance provides a comprehensive course of study that integrates theory and training within a liberal arts framework. Our core requirements immediately involve students in the practice of collaboration, critical thinking, and creative projects.

Students can specialize in Acting, Directing, Design and Technical Theatre, Dance Education or Choreography and Performance. Each specialization provides numerous opportunities for interconnection between dance and theatre. Our dynamic curriculum ensures student development as an artist/scholar and cultivates an environment that fosters open inquiry, student engagement, and artistic excellence.

Our graduates are working professionals, artists, and educators who believe in the power of performance to change our world. We believe in inclusiveness and do not require auditions for placement in the program. Second-semester sophomores are required to participate in a Mid-level Review.

Mid-Level Review

Admission to the program does not require an audition, but all Theatre and Dance majors must complete a Mid-Level Review before entering their junior year. The Review usually takes place in the fourth semester or the completion of 24 credits of major requirements. The Mid-Level Review consists of enrollment in TAD 292, and the presentation of a portfolio of work that illustrates student growth and progression towards the realization of program learning objectives and outcomes. Each student portfolio requires specific specialization-based artifact, as well as a resume, transcripts, and a personal statement. Students will present portfolio materials for their faculty committee members followed by an interview.

The purpose of the Mid-Level Review is to assess student’s academic and artistic progress. Also, students identify personal goals and the faculty provides guidance and support to aid student success.

Integrative Studies Requirements

40 credits minimum

Optional Integrative Studies Opportunities for Theatre and Dance majors:

• IATAD 100 Theatre: The Art of Imagination
• IATAD 102 Acting: Identity and the Creative Process
• IATAD 113 Dance as a Way of Knowing
• IATAD 370 Playwriting
• IATAD 372 Arts Management: Organizations and Entrepreneurship
• IATAD 374 Arts Management: Marketing, Development, and Communication

Language Requirement

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Theatre and Dance (TAD) Requirements

A major in Theatre and Dance must fulfill the core requirements and all of the requirements for one of the specializations within the Theatre Arts Option or the Dance Option. Theatre with Education Specialization is designed specifically for and available only to Elementary Education or Early Childhood Development Education majors.

Major Requirements

47-55 credits minimum
TAD Core Courses

19 credits
TAD 105 Foundations
TAD 121 Introduction to Technical Theatre
TAD 123 Scene Shop Lab (1 credit)
TAD 124 Costume Lab (1 credit)
TAD 140 Voice and Movement
TAD 397 Production Process (1 credit)

Select one of the following:
- TAD 112 Modern Dance/Composition I
- IATAD 113 Dance as a Way of Knowing

Theatre Arts Option

Acting Specialization

28 credits
TAD 231 Theatre History/Literature I
TAD 232 Theatre History/Literature II
TAD 250 Beginning Acting (3 credits)
TAD 255 Ensemble, Voice, and Movement 1 (1 credit)
TAD 292 Mid-Level Review (0 credits)
TAD 350 Intermediate Acting (3 credits)
TAD 355 Ensemble, Voice, and Movement 2 (1 credit)
TAD 398 Performance Process
TAD 450 Advanced Acting (3 credits)
TAD 455 Ensemble, Voice, and Movement 3 (1 credit)
TAD 492 Capstone

Directing Specialization

33 credits
TAD 231 Theatre History/Literature I
TAD 232 Theatre History/Literature II
TAD 250 Beginning Acting (3 credits)
TAD 255 Ensemble, Voice, and Movement (1 credit)
TAD 292 Mid-Level Review (0 credits)
TAD 350 Intermediate Acting (3 credits)
TAD 355 Ensemble, Voice, and Movement 2 (1 credit)
TAD 398 Performance Process (1 credit)
TAD 460 Directing 1 (3 credits)
TAD 465 Ensemble, Voice, and Movement 4 (1 credit)
TAD 470 Directing 2 (3 credits)
TAD 475 Ensemble, Voice, and Movement 5 (1 credit)
TAD 492 Capstone

Select one of the following design courses and labs (4 credits):
- TAD 361 Scenic Design and TAD 371 Scenic Design Lab
- TAD 362 Lighting Design and TAD 371 Lighting Design Lab
- TAD 363 Costume Design and TAD 371 Costume Design Lab

Design and Technical Theatre Specialization

33 credits
TAD 223 Theatre Technology Workshop
TAD 224 Theatrical Design Studio
TAD 231 Theatre History/Literature I
TAD 232 Theatre History/Literature II
TAD 292 Mid-Level Review
TAD 361 Scenic Design (3 credits)
TAD 362 Lighting Design (3 credits)
TAD 363 Costume Design (3 credits)
TAD 371 Scenic Design Lab (1 credit)
TAD 372 Lighting Design Lab (1 credit)
TAD 373 Costume Design Lab (1 credit)
TAD 398 Performance Process (1 credit)
TAD 492 Capstone

Theatre and Education Specialization

24 credits

Note: For Elementary Education or Early Childhood Development Majors only.
TAD 231 Theatre History/Literature I
TAD 232 Theatre History/Literature II
TAD 250 Beginning Acting (3 credits)
TAD 255 Ensemble, Voice, and Movement 1 (1 credit)
TAD 292 Mid-Level Review
TAD 350 Intermediate Acting (3 credits)
TAD 355 Ensemble, Voice, and Movement 2 (1 credit)
TAD 460 Directing 1 (3 credits)
TAD 465 Ensemble, Voice, and Movement 4 (1 credit)
Select one of the following design courses and labs (4 credits)
  • TAD 361 Scenic Design and TAD 371 Scenic Design Lab
  • TAD 362 Lighting Design and TAD 372 Lighting Design Lab
  • TAD 363 Costume Design and TAD 373 Costume Design Lab

Dance Option

The requirements and number of credits needed for each of the three specializations within this option are listed separately.

Choreography and Performance Specialization

34 credits
TAD 235 Dance History
TAD 292 Mid-Level Review (0 credits)
TAD 318 Research in Choreography
TAD 398 Performance Process (2 credits)
TAD 495 Modern Dance Seminar
Select 20 credits from the following:
  • TAD 212 Modern Dance/Composition II May be repeated once for credit.
  • TAD 217 Ballet/Experiential Anatomy
  • TAD 311 Modern Dance/Composition III (May be repeated once for credit.)
  • TAD 312 Modern Dance/Composition IV (May be repeated once for credit.)
  • TAD 411 Modern Dance/Composition V (May be repeated once for credit.)
  • TAD 412 Modern Dance/Composition VI (Senior majors or with permission of instructor.)

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits
Dance Education Specialization

34 credits

This TAD major specialization is appropriate as a second major for students completing the Elementary Education or Early Childhood Development options in the Education major. However, an Education major is not required.

TAD 212 Modern Dance/Composition II (May be repeated once for credit.)
TAD 216 Jazz Dance
TAD 217 Ballet/Experiential Anatomy
TAD 235 Dance History
TAD 292 Mid-Level Review (0 credits)
TAD 312 Modern Dance/Composition IV (May be repeated once for credit.)
TAD 318 Research in Choreography (May be repeated once for credit.)
TAD 398 Performance Process (2 credits)
TAD 412 Modern Dance/Composition VI (Senior majors or with permission of instructor.)

Four credits from the following:

- TAD 496 Dance Education Practicum 1 (2 credits) (May be repeated for credit.)
- TAD 497 Dance Education Practicum 2 (2 credits) (May be repeated for credit.)

Students in TAD 496 and TAD 497 Practicum must complete both Primary level and Intermediate level.

Electives

Select courses to reach a total of 120 credits for the degree.

Degree Requirements

(for a B.A.)

120 credits

(for a B.S., in combination with an education major)

139 credits

Dance Education Specialization/Dual Degree

36 credits

This specialization, in conjunction with Elementary Education or Early Childhood Development, leads to two degrees, a B.A. in TAD and a B.S. in Education, totaling 144 credits. In addition to certification in Elementary Education or Early Childhood Development, it also leads to certification in K-12 Dance Education, but requires three internships and may require an additional term.

TAD 212 Modern Dance/Composition II
TAD 216 Jazz Dance
TAD 217 Ballet/Experiential Anatomy
TAD 235 Dance History TAD 292 Mid-Level Review (0 credits)
TAD 312 Modern Dance/Composition IV
TAD 318 Research in Choreography
TAD 398 Performance Process (2 credits)
TAD 412 Modern Dance/Composition VI (Senior majors or with permission of instructor.)

Six credits from:

- TAD 496 Dance Education Practicum 1 (2 credits) (May be repeated for credit.)
- TAD 497 Dance Education Practicum 2 (2 credits) (May be repeated for credit.)

Students in TAD 496 and TAD 497 Practicum must complete all three levels, Primary level, Intermediate level, and also complete Middle School level.

Electives

Select courses to reach a total of 144 credits for the degree.
Women’s and Gender Studies
Bachelor of Arts
School of Arts, Education, and Culture

Women’s and Gender Studies is an interdisciplinary field that examines feminist and queer theoretical perspectives on the intersections of race/ethnicity, class, gender, sexuality, nationality, religion, and other identities. This major teaches students to think critically about the social construction of identity and the politics of knowledge production. Students will use these critical-thinking skills to understand people’s lives within a global context and analyze the systems of oppression that contribute to continuing economic, political, and cultural inequalities. Women’s and Gender Studies majors will be encouraged to apply theoretical knowledge and work toward social justice by engaging in a number of experiential educational opportunities.

The Women’s and Gender Studies Department offers students an interdisciplinary liberal arts education that prepares them for a variety of careers, including, but not limited to, education, health, media, public relations and human resources, social and governmental service, policy work, and political advocacy. A student with a bachelor's degree in Women's and Gender Studies will be well prepared for graduate studies as well as other post-graduate work, such as law or social work. Working closely with an advisor who is a core faculty member in Women's and Gender Studies, students design their course of study around three core courses, an individualized set of interdisciplinary topics and theory courses, and a set of disciplinary courses. The Women’s and Gender Studies major allows students to engage with theoretical and experiential knowledge that ranges between and across the academic disciplines.

Language Requirement
Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement.

Integrative Studies Requirements
40 credits minimum

Major Requirements
36 credits

Core Courses
12 credits
IIWGS 101 Introduction to Women’s and Gender Studies
WGS 201 Feminist Practices
WGS 495 Capstone in Women’s and Gender Studies

WGS Interdisciplinary Topics
8 credits
Select two of the following:

- IIWGS 210 Abortion
- IIWGS 220 Starved or Stuffed
- IIWGS 230 Spirituality and Sexuality
- IIWGS 240 Gender and Media
- IIWGS 254/IHG 254 Women in the Holocaust
- IIWGS 290 Topics in Women's and Gender Studies
- IIWGS 300 Women of Color
- WGS 291 Topics in Women's and Gender Studies
- WGS 298 Independent Study
WGS Interdisciplinary Theory

8 credits
Select two of the following:

- WGS 301 Feminist Theories
- WGS 302 Queer Theory
- WGS 303 Latina Feminist Theories
- WGS 304 Feminist Media Theory
- WGS 490 Advanced Topics in Women's and Gender Studies
- WGS 498 Advanced Independent Study

Other Disciplinary Electives

8 credits
Select two of the following:

- ISANTH 315 Gender and Culture
- ENG 203 Women's Writing
- ENG 381 Women Writers
- FILM 495 Feminist Film Theories (specified in title)
- IHHIST 222 Marriage and Family in Western Civilization: The Ancient West
- IHHIST 331 Sex and Sanctity in Medieval Europe
- IHHIST 338 History of Sexuality
- IAMU 115 Women in Music
- IIFILM 310 Women and Cinema
- IIIECON 320 Gender and Economic Development in a Globalizing World
- IIIECON 320 Gender and Economic Development in a Globalizing World
- IIIECON 320 Gender and Economic Development in a Globalizing World
- IIIECON 320 Gender and Economic Development in a Globalizing World
- IIPH 350 Women and Health: Witches, Harlots, and Healers
- PSYC 425 Psychology of Women
- SOC 320 Women, Gender, and Society
- SOC 345 Sociology of Families
- SOC 455 The Body and Sexuality in Society

Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits

Minors

A minor is a coherent set of courses (normally 20-24 credits) in a discipline or related disciplines other than the major. Courses used to complete major requirements may also be used to complete requirements for the minor, as determined by each program.

Courses used to satisfy requirements for the minor may also be used to satisfy Integrative Studies requirements when such courses meet the established criteria for Integrative Studies. Credits earned in courses used to satisfy multiple requirements will count once toward the total number of credits required for graduation.

Addictions

Minor
School of Sciences, Sustainability, and Health

The Addictions Minor offers addiction courses in preparation for further studies in the field as well as preparation for licensure or certification in some states. The program provides students with a theoretical understanding of substance use disorders and
related addictive disorders, and an introduction to counseling, treatment, or prevention. The curriculum emphasizes research, theory, and practice regarding the continuum of care in addictions.

**Minor Requirements**

*20 credits minimum*

PH 200 Alcohol and Other Drugs: The Fundamentals  
PH 380 Addictions: Theory, Practice and Research  
PH 382 Addiction Counseling  
PH 386 Assessment to Treatment in Addictions

Select one of the following:

- PH 491 Advanced Drug Treatment Methods  
- PH 493 Co-Occurring Disorders

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**American Studies**

**Minor**  
School of Arts, Education, and Culture  

*24 credits*

**Minor Requirements**

IIAMST 210 Introduction to American Studies  
AMST 350 Perspectives on American Culture

Select one of the following:

- AMST 390 Critical Approaches  
- AMST 490 Advanced Special Topics  
- AMST 495 Seminar

**Area Courses (three courses)**

Student selects two courses from one of the following areas and one course from another of the following areas:

- American History  
- American Literature  
- American Arts and Humanities/Social Sciences

Refer to list of Area Courses in the American Studies major.

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**Anthropology**

**Minor**  
School of Sciences, Sustainability, and Health  

*20 credits*

This minor introduces the student to anthropology, the comparative and holistic study of people. It explores the biological, social, and cultural aspects of our species in the past, present, and future. Anthropology attempts to integrate knowledge of human beings and their activities at the highest and most inclusive level. Anthropologists study the patterning of human behaviors, as well as the conditions under which they arise, persist, or disappear, in the belief that the knowledge gained from this perspective may be applied to the solution of problems of everyday life in different cultures. It provides global information and thinking skills critical to succeeding in the 21st century in business, research, teaching, advocacy, and public service.

**Minor Requirements**

ISANTH 110 Cultural Anthropology  
ISANTH 111 Archaeology and Physical Anthropology
Select three 300-level or above ANTH/ISANTH electives.

**Art, History**

Minor
School of Arts, Education, and Culture

*24 credits*

Minor Requirements
IAART 110 Introduction to Art History

Select four of the following:
- ART 211 Ancient Art
- ART 212 Medieval Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History¹
- ART 315 Contemporary Art
- IAART 391 Global Perspectives¹
- ART 492 Art History Seminar¹

Select one of the following:
- ART 125 Drawing I or IAART 120 Drawing I
- ART 208 Ceramics I or IAART 207 Ceramics and Culture
- ART 224 Photography I
- ART 244 Sculpture I

¹ ART 290, IAART 391 and/or ART 492 may be repeated for credit for a maximum of 8 credits as topics change.

**Art, Studio**

Minor
School of Arts, Education, and Culture

*24 credits*

Minor Requirements
IAART 110 Introduction to Art History

Select one of the following:
- ART 101 Foundation Experience
- IAART 100 Foundations of Design

Select one of the following:
- ART 125 Drawing I
- IAART 120 Drawing I

Select two of the following:
- ART 208 Ceramics I
- ART 224 Photography I
- ART 225 Drawing II
- ART 226 Painting I
- ART 244 Sculpture I
- ART 250 Graphic Design I
- ART 333 Printmaking I

Select one of the following:

- ART 211 Ancient Art
- ART 212 Medieval Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History
- ART 315 Contemporary Art
- ART 492 Art History Seminar
- IAART 391 Global Perspectives

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**Astronomy**

**Minor**

**School of Sciences, Sustainability, and Health**

This minor introduces the student to Astronomy, the branch of science that deals with celestial objects, space, and the physical universe as a whole. An inherently interdisciplinary field of study, Astronomy employs the fundamentals of Physics, Geology, Biology and Chemistry to understand and explore the universe around us. Astronomers use their understanding of the natural sciences to study objects such as stars, galaxies, planets, moons, asteroids and comets and to understand processes such as supernovae, cosmic microwave background radiation and generally any phenomena that occur outside of our planet. It provides critical reasoning and quantitative literacy skills that are of great importance in today's technology-driven society.

**Minor Requirements**

- INASTR 101 Introduction to Planetary Astronomy
- INASTR 102 Introduction to Stellar & Galactic Astronomy
- INASTR 315 Visions of the Universe
- INPHYS 241 University Physics I or INPHYS 141 College Physics I
- Any four additional credits in PHYS or ASTR, excluding IIPHYS 305

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**Biology**

**Minor**

**School of Sciences, Sustainability, and Health**

20 credits

Designed to permit students majoring in another field to pursue a program of study in biology, this minor includes the fundamentals of biology as well as electives allowing students to focus on an area of interest or career relevance.

**Minor Requirements**

**Core Courses**

20 credits

Complete both:

- BIO 110 Molecules and Cells¹
- BIO 111 Evolution and Ecology¹

¹ Students must earn a grade C or higher in both BIO 110 and BIO 111 in order to take any 200-level or higher BIO course.

Select any one course from:

- BIO 311 Genetics
- BIO 312 Cell Biology
Select two courses from the following groups:

- Any BIO course at the 200 or above level¹
- Any INBIO 200- or 300-level course

¹ Prerequisites apply to many of these courses, please see individual course descriptions.

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**Chemistry**

**Minor**

School of Sciences, Sustainability, and Health

24-28 credits

The Chemistry minor makes it possible for students to pursue their personal interests by selecting upper-level electives in Chemistry. It also permits students majoring in another field to pursue a program of study in the physical sciences.

**Minor Requirements**

INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II

Select one from the following:

- CHEM 220 Fundamental Organic Chemistry
- CHEM 221 Organic Chemistry I and CHEM 222 Organic Chemistry II

CHEM 251 Quantitative Analysis

CHEM Electives (8 credits at 300 level or above)

Prerequisites may apply to many of these Electives courses. Please see individual course descriptions.

Appropriate 300-level or above courses from other departments may be substituted to meet one course of the CHEM Electives requirement with the approval of the Chemistry department chair.

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**Communication**

**Minor**

School of Arts, Education, and Culture

20 credits

**Minor Requirements**

IHCOMM 171 Public Speaking

Select four of the following. At least two must be at the upper level (300-400). Note that some courses may have prerequisites.

- COMM 220 Ethics in Communication or IHPHIL 220 Ethics
- COMM 240 Visual Communication
- COMM 275 Interpersonal Communication
- COMM 278 Group Interaction
- COMM 290 Special Topics
- COMM 372 Intercultural Communication
- COMM 376 Theory of Communication and Rhetoric
- COMM 378 Persuasion
- COMM 472 Qualitative and Quantitative Methods
- COMM 473 Rhetorical Criticism
- COMM 490 Advanced Special Topics
Computer Science

Minor
School of Sciences, Sustainability, and Health

24 credits

This minor allows non-computer science majors to gain skills important in a modern world abounding in CS-related technologies.

Minor Requirements

24 credits

MATH 135 Mathematical Foundations for CS or MATH 151 Calculus I
ISCS 140 Programming Foundations I
CS 185 Programming Foundations II
CS 265 Computer Architecture

One of the following skills courses:

• ISCS 150 Website Design & Construction
• INCS 160 Microcomputer Systems

One of the following programming courses:

• CS 205 Visual Programming
• CS 225 C++ Programming
• CS 230 Programming for Industry
• CS 280 Data Structures and Algorithms
• CS 310 Systems Programming: C & Assembler

Appropriate CS 199 and CS 290 Topics courses will be allowed with department approval.

Construction Safety Sciences

Minor
School of Sciences, Sustainability, and Health

24 credits

Credits earned in courses used to satisfy multiple requirements will count once toward the total number of credits required for graduation.

Minor Admission Criteria:

The Construction Safety Sciences minor presupposes a high level of interest in construction and safety and requires a cumulative GPA of 2.80 or higher.

Progression Criteria:

• An average GPA of 2.5 for all course work required by the minor
• Uphold and honor the KSC Code of Conduct (cases of academic dishonesty)
• Join and engage with the Student Chapter of the American Society of Safety Professionals

Minor Requirements

SAFE 202 Occupational Safety
SAFE 206 Construction Safety Standards
SAFE 307 Safety Management Systems
SAFE 308 Construction Safety Practices
Select a minimum of one course (8 credits) from the following:

- SAFE 208 Construction Boot Camp 1 or
- SAFE 209 Construction Boot Camp 2

**Minor Requirements for SOHAS Majors**

For SOHAS students who wish to complete a CSS minor:

Courses required for SOHAS major (8 credits):

SAFE 202 Occupational Safety
SAFE 307 Safety Management Systems

Additional course requirements (16 credits):

SAFE 308 Construction Safety Practices
SAFE 206 Construction Safety Standards
SAFE 208 Construction Boot Camp 1 or SAFE 209 Construction Boot Camp 2

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**Creative Writing**

Minor

School of Arts, Education, and Culture

*20 credits*

The writing minor helps develop an essential skill in ways applicable to any major, and offers students a means of pursuing their own interests in the field. Students may choose to focus primarily on fiction and poetry, may concentrate on nonfiction writing, or may combine these genres. All students are required in the last year of their program to complete and submit a portfolio of revised and selected work.

**Minor Requirements**

Select one of the following:

- IAENG 202 Creative Nonfiction Writing
- IAENG 204 Creative Writing
- ENG 208 Topics in Writing

Select three of the following (including at least two courses at the 300 level or above):

- ENG 201 Writing with Style
- IAENG 202 Creative Nonfiction Writing (if not previously completed)
- ENG 203 Women's Writing
- IAENG 204 Creative Writing (if not previously completed)
- ENG 208 Topics in Writing
- ENG 301 Fiction Workshop
- ENG 302 Poetry Workshop
- ENG 303 Nonfiction Workshop
- ENG 306 Autobiography Workshop
- ENG 307 Writing in the World
- ENG 308 Advanced Topics in Writing
- ENG 402 Theory and Practice
- ENG 497 Writing/Publishing Internship

Required of all students

ENG 405 Writing Portfolio
Criminal Justice Studies

Minor
School of Sciences, Sustainability, and Health

24 credits

This minor develops knowledge of the criminal justice system, theories of criminal behavior, law, administration, and policy. Courses also involve the study of issues and conditions confronting and changing the criminal justice system.

Minor Requirements

24 credits

Required Courses

12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 101</td>
<td>Introduction to Criminal Justice Studies</td>
</tr>
<tr>
<td>CJS 240</td>
<td>Criminology</td>
</tr>
<tr>
<td>CJS 342</td>
<td>Advanced Criminology</td>
</tr>
</tbody>
</table>

Elective Courses

12 credits minimum

Students must select three additional courses (or courses totaling 12 credits) from the CJS Elective Courses list. Two of these courses must be at the 300 level or higher. Please note that special topics courses may be available. Please contact the Criminal Justice Studies coordinator for a list of qualified topics courses. Furthermore, the student should be aware that some of the courses listed below have prerequisites that must be met or waived by the instructor of record before they can be registered for the course.

Topics in Criminal Justice Studies

- CJS 201 Corrections
- CJS 250 Homeland Security
- CJS 290 Topics in Criminal Justice
- CJS 310 Perspectives on U.S. Policing
- CJS 320 Case Studies in Violence
- CJS 352/SOC 352 Sociology of Deviance
- CJS 365 Juvenile Delinquency
- CJS 372 Criminal Justice Administration
- CJS 390 Studies in Criminal Justice
- CJS 465 Terrorism
- IHPHIL 220 Ethics

Courts, Law, and Politics

- CJS 340/WGS 340 Gender and the Law
- HGS 313/PHIL 313 Philosophy and the Holocaust
- ISPOSC 211 State and Local Politics
- PHIL 360 Philosophy of Law
- SAFE 304/ENST 304 Environmental Law and Regulation

Topics in Sociology and Anthropology

- ISANTH 323 Anthropology of Conflict and Violence
- ISSOC 310 Social Problems
- SOC 325 Ethnic Relations
- SOC 328 Social Policy
- SOC 433 Social Movements
- SOC 475 Social Stratification
- SOC 480 Political Sociology
Topics in Psychology and the Human Services

- PH 200 Alcohol and Other Drugs: The Fundamentals
- IIPSYC 350 When Harm is Done
- PSYC 221 Social Psychology
- SOC 234 Introduction to Social Work

Topics in Forensics

- ANTH 332/CJS 332 Forensic Anthropology
- INCHEM 201 Forensic Science

Dance

Minor
School of Arts, Education, and Culture

20 credits

Minor Requirements

TAD 235 Dance History

Select one of the following:

- TAD 318 Research in Choreography
- TAD 495 Modern Dance Seminar

Select 12 credits from the following:

- TAD 112 Modern Dance/Composition I
- TAD 212 Modern Dance/Composition II¹
- TAD 311 Modern Dance/Composition III¹
- TAD 312 Modern Dance/Composition IV¹
- TAD 411 Modern Dance/Composition V¹
- TAD 412 Modern Dance/Composition VI¹

¹ These courses may be repeated once for credit

Early Childhood Development

Minor
School of Arts, Education, and Culture

The Early Childhood Development Minor provides students with a multidisciplinary understanding of early childhood development and special education and prepares them for beginning level employment in early care and education (Birth-Age 5) or other early career positions in child and family support. The program includes theory and practice with children from infancy through preschool.

Minor Requirements

EDUC 111 Issues in Early Childhood
EDSP 202 Development, Exceptionality, and Learning
EDUC 211 Infants, Toddlers, & Families
EDUC 314 Early Childhood Practicum 1: Curriculum (8 credits)
Economics

Minor
School of Sciences, Sustainability, and Health

20 credits

Minor Requirements

All minors will complete a three-course sequence that consists of ISECON 104, ECON 103, and ECON 204. The student will also complete two additional upper-level economics courses that can be at the 300 or 400 level.

Mathematics competence at the level of MATH 141 Introductory Statistics is highly recommended.

Environmental Studies

Minor
School of Sciences, Sustainability, and Health

24 credits

A minor in Environmental Studies provides a complement to a wide range of majors such as Biology, Economics, Chemistry, Geography, Geology, and Sociology.

Minor Requirements

Select one of these two courses:

- IIENST 150 Global Environmental Change
- IIENST 151 The Environment of Central New England

Select one of these two courses:

- ENST 251 Matter and Energy in the Environment
- ENST 252 Ecology of a Changing Planet

Select both courses:

- ENST 250 Principles of Sustainability
- ENST 253 Environmental Governance

Select two additional ENST courses at the 300 level or above.

Appropriate courses from other departments may be substituted to meet one course of this requirement with the approval of the Environmental Studies department chair.

Film Studies

Minor
School of Arts, Education, and Culture

24 credits

Minor Requirements

FILM 250 Video Production
FILM 270 Introduction to Film Analysis
FILM 271 Introduction to Film History
FILM 352 Topics in Film Studies
FILM 355 Film Theory
FILM 495 Seminar
French

Minor
School of Arts, Education, and Culture

20 credits

This minor allows students to acquire an active command of written and spoken French, with a knowledge of historical and contemporary issues in the French-speaking world. It is designed to complement programs such as Education, English, Film Studies, History, Management, and Music. French minors may elect to study in Africa, France or Québec during their junior year through our exchange program with the University of Rennes (France), the Québec-New England Exchange Program, or through other approved programs. Students planning to study abroad must consult with the Global Education office and French faculty before departure to arrange for program approval and transfer of credit.

New students who have had no prior French should register for IHFR 101. Students with one or two years of successful high school study or one college semester should register for IHFR 102. Students with three or more high school years or two college semesters should register for IHFR 103. Students must consult French faculty to find the most appropriate level.

Minor Requirements

20 credits

FR 201 Intermediate French
FR 315 Conversation & Composition I
FR 316 Conversation & Composition II
FR 325 Introduction to French Literature
FR 405 Contemporary French Usage

Geography

Minor
School of Sciences, Sustainability, and Health

20 credits

A minor in Geography strengthens a liberal arts education. A geographic perspective provides a complement to majors such as Environmental Studies, History, and Sociology. In this 20-credit minor, students will take a course in both of the major subfields of geography: physical and cultural. Students will also select from regional, systematic, and geographic skills courses.

Minor Requirements

ISGEOG 203 Globalization Culture & Place
INGEOG 204 Earth's Changing Landscapes
GEOG 324 GIS I

Select one of the following regional courses:

- GEOG 340 Topics in Regional Geography
- GEOG 371 Geography Field Studies

Select one of the following systematic fields of geography:

- GEOG 303 The Politics of Place
- GEOG 304 Population Matters
- GEOG 307 Urban Geography
- GEOG 308 Planning for Sustainability
- GEOG 330 Natural Resource Management
- GEOG 332 Global Water Resources
- GEOG 334 Outdoor Recreation
- GEOG 335 Sustainable Tourism
Geology

Minor
School of Sciences, Sustainability, and Health

*Effective 10/24/16 this program is under administrative review. There will be no admission to the program for newly admitted students (i.e., 2017sp on) while on administrative hold.*

German

Minor
School of Arts, Education, and Culture

This minor provides students with an active command of written and spoken German and with a knowledge of historical and contemporary Germany. It is designed to complement programs such as Film Studies, Management, English, History, Holocaust and Genocide Studies, Music, and Education. German minors may elect to study in Germany or Austria during their junior year through the Marburg University, the University of Maine's Junior Year in Salzburg, the Collegium Palatinum in Heidelberg, or other approved programs. Students planning to study abroad must consult with the Global Education Office and German faculty before departure to arrange for program approval and transfer of credit.

New students who have had no prior German should register for IHGER 101. Students with one or two years of successful high school study or one college semester should register for IHGER 102. Students with three or more high school years or two college semesters should register for IHGER 201. Consult German faculty to find the most appropriate level.

Minor Requirements
IHGER 201 Intermediate German I
IHGER 202 Intermediate German II
GER 315 Conversation and Composition

Select a **minimum of 8 credits** from the following:

- GER 290 Intermediate Special Topics
- GER 298 Independent Study
- GER 350 Study in Germany or Austria
- GER 498 Independent Study
- HIST 342 Europe, 1918-1945
- HIST 343 Europe Since 1945
- HIST 351 19th Century Germany
- HIST 353/HGS 353 Nazi Germany and the Holocaust
- IHHIST 253 Second World War
- HIST 390 Studies in History (when the topic is related to Germany and or the German-speaking world)
- HIST 490 Advanced Special Topics (when the topic is related to Germany and or the German-speaking world)

History

Minor
School of Arts, Education, and Culture

*20 credits*

The History minor consists of 20 credits.

Minor Requirements

**At least 12 credits** must be at the 300-level or above.

Students may concentrate in the following areas:

1. Self-Designed Major (in which students pursue a topic of particular interest to them that is approved by their history faculty adviser)
2. War, Peace, and Society (History courses designated WPS)
3. Gender, Race and Class (History courses designated GRC)
4. Ideas and Beliefs (History courses designated IB)
5. Media and Popular Culture (History courses designated MPC)

Note that numerous history courses have more than one designation.

Students may count one approved relevant course (of any level) from outside the History Department offerings toward the History minor. Such courses must be approved by the chair of the History Department.

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**Holocaust and Genocide Studies**

**Minor**

School of Arts, Education, and Culture

*20 credits*

The minor in Holocaust and Genocide Studies combines historical background with an interdisciplinary exploration of both the Holocaust and genocide through film, literature, philosophy, psychology, sociology, religious studies, and other offerings. The following curriculum will help students develop a firm knowledge of the Holocaust as an event and an understanding of its precipitating factors and legacy. With a deeper awareness of such issues as prejudice, discrimination, and racism, students should be better able to analyze contemporary political situations and think critically about ethical responsibility.

**Minor Requirements**

*12 credits*

**IIHGS 155 Introduction to Holocaust & Genocide Studies**
**IIHGS 252/IHHIST 252 The Holocaust**
**ISHGS 274 Comparative Genocide**

**Electives**

*8 credits*

Of the remaining two courses (8 credits), **one** must be a Holocaust elective (4 credits) and **one** must be a genocide elective (4 credits), as specified by course title. Both courses must be at the 300 level or higher.

**Holocaust-Specific Electives**

*4 credits minimum*

- HGS 313/PHIL 313 Philosophy and the Holocaust
- HGS 326/SOC 326 Sociology of the Holocaust
- HGS 340 Film and the Holocaust
- HGS 353/HIST 353 Nazi Germany and the Holocaust
- IIHGS 356 The Holocaust and the Christian World
- HGS 490 Advanced Special Topics¹
- HGS 494 Senior Honors¹
- HGS 495 Seminar¹
- HGS 497 Internship¹
- HGS 498 Independent Study¹

**Genocide-Specific Electives**

*4 credits minimum*

- HGS 327/SOC 327 Sociology of Genocide
- IHHGS 381 Human Trafficking Across the Globe
- HGS 382 Transitional Justice
- HGS 390 Studies (Genocide)
- HGS 427/SOC 427 Rwandan Society and Genocide
- HGS 490 Advanced Special Topics²
- HGS 494 Senior Honors²
Information Studies

Minor

Mason Library

The minor in Information Studies focuses on understanding the complex information environment and the qualities of interactions between people, information, and information technology. Information Studies courses prepare students to understand how information is produced, shared, and preserved. Students are able to navigate the information environment, participate as producers of information, and utilize information technology while recognizing the ethical and legal impact that access to information has on their person and society. Information Studies students develop advanced research skills and information literacy which are in demand in all sectors of the job market as well as graduate and advanced professional programs. The minor complements any major field of study and provides a solid foundation for continuing to graduate, law, and medical school programs.

Minor Requirements

20 credits

IIINFO 110 Information Environment
IIINFO 210 History of Recorded Information
INFO 310 Information Policy
IIINFO 320 Participatory Cultures
INFO 490 Advanced Special Topics in Information Studies

International Studies

Minor

School of Sciences, Sustainability, and Health

24 credits

The International Studies minor is an interdisciplinary program that combines core courses in political science (emphasizing global and comparative politics) with courses offered in other social science and humanities disciplines (anthropology, economics, geography, sociology, history, and holocaust and genocide studies). Its purpose is to develop a coherent understanding of power relationships in their spatial, social, and historical contexts throughout the world, and to encourage students to seek instruction in programs that complement their major courses of study. All students who minor in International Studies must complete courses in the three content areas enumerated below and demonstrate to the International Studies coordinator (in the Department of Political Science) that they have had a meaningful experience in a language other than English. The minor is most valuable when students select closely related courses from each content area, and when they undertake study abroad and/or an internship that applies the content of the minor.

Students should be aware that some of the courses listed below have prerequisites that must be met or waived by the instructor of record before they can be registered for the course.

Minor Requirements

International and Comparative Politics

These courses provide a broad conceptual exposure to international systems, international political economy, and governance in foreign countries.

8 credits
Select two of the following:

- ISPOSC 220 Global Politics
- POSC 322 Global Political Economy
- POSC 323 Advanced Comparative Government

**Socio-Cultural Studies**

These courses will provide spatial and cultural awareness of area studies. It is the intent that academic advisors will strongly recommend that, wherever possible, students select socio-cultural courses and history courses that focus on the same regions.

8 credits

Select two of the following:

- ISANTH 110 Cultural Anthropology
- ANTH 315 Gender and Culture
- ANTH 316 Cultures of Southeast Asia
- IIECON 320 Gender & Economic Development in a Globalizing World
- IIECON 380 Modern Middle East
- ECON 460 Development Economics
- ECON 470 International Trade and Finance
- GEOG 303 The Politics of Place
- GEOG 305 The Global Economy
- GEOG 332 Global Water Resources
- GEOG 340 Topics in Regional Geography
- GEOG 371 Geography Field Studies [abroad]
- SOC 320 Women, Gender, and Society
- SOC 325 Ethnic Relations
- SOC 326 Sociology of the Holocaust
- SOC 327 Sociology of Genocide
- SOC 350 Sociology of Globalization
- IISOC 360 Nicaragua in Change
- IIHGS 255 Genocide
- SOC 380 Environmental Sociology
- SOC 427 Sociological Topics in Genocide
- SOC 480 Political Sociology

**Historical Studies**

These courses provide important contextual background to the exercise of power in global relations during the current era, since they treat the late 19th and 20th century antecedents of our time.

8 credits

Select two of the following:

- HIST 122 Modern East Asia
- HIST 290 with appropriate regional foci (such as the Middle East or Africa)
- HIST 322 The Chinese Revolution
- HIST 324 Modern Japan
- HIST 342 Europe 1918-1945
- HIST 343 Europe Since 1945
- IIHGS 255 Genocide
- HGS 374 Comparative Genocide

**Experience in a Language Other than English**

Students must provide evidence to the International Studies program coordinator that they have successful experience living, or studying, or working in an environment that requires the use of a language other than English. (The coordinator will verify in writing to the Registrar that this experience has been satisfied and documented.) This requirement may be met in a variety of ways. A student may:
offer evidence of proficiency in a language other than English (such as a language that was spoken at home), where satisfactory evidence includes a score of 50-or-better on the CLEP examination, or a score of 3 or better on an AP examination, or a comparable score on another assessment offered by a recognized academic organization;

- successfully complete a two-course sequence of instruction in one language other than English (such as IHFR 101 and IHFR 102, or IHSP 101 and IHSP 102);
- successfully complete two semesters of a college-approved internship, in which the internship requires the continuous use of a language other than English; or
- successfully participate in a semester-long study away program in a host culture where either English is not the official language spoken (e.g., Poland, Chile, Japan, Italy, etc.) or other languages are spoken and instruction is offered (e.g., Ireland, South Africa, India, etc.) and either (a) successfully complete two academic courses in the language or (b) successfully complete one language course and one additional course or internship that demonstrates in-depth cross-cultural immersion that connects to the target language being studied. (For example, a student could study in Italy and take one class in Italian and a credit-bearing internship where Italian language is used in interactions.)

Procedure for Course Substitutions

Other college-level courses (both here and abroad) may meet the objectives of this program. Interested students are encouraged to apply to the International Studies program coordinator for course substitution approval. Three criteria govern substitution decisions: approved courses focus on (a) power relationships and human behavior during (b) a period that is relatively recent in world history in (c) a place that is not the United States.

Journalism - Broadcast Media

Minor
School of Arts, Education, and Culture

22 credits

This minor serves the needs of students seeking an introduction to journalism in the broadcast media.

Minor Requirements

Core Courses

- JRN 130 Writing for the Media
- JRN 155 Digital Journalism
- JRN 235 Broadcast Journalism
- JRN 281 Television Production (2 credits)
- JRN 323 Journalism Law and Ethics

Select one of the following:

- JRN 335 Television Journalism
- JRN 435 Community Television News

Journalism - Multimedia

Minor

School of Arts, Education, and Culture

This minor provides an opportunity for students majoring in fields other than journalism to develop production skills in print, broadcast, photography, and web platforms. The program emphasizes that, as we move in the direction of web publication, we ensure the preservation of the ethics and integrity essential to this type of media production as it is infused in our economic and social cultures.

Minor Requirements

24 credits

- JRN 130 Writing for the Media
- JRN 155 Digital Journalism
- JRN 230 Print Journalism
Journalism - Print Media

Minor
School of Arts, Education, and Culture

22 credits

This minor serves the needs of students seeking an introduction to journalism in the print media.

Minor Requirements

JRN 130 Writing for the Media
JRN 155 Digital Journalism
JRN 230 Print Journalism
JRN 280 Media Production (2 credits)
JRN 323 Journalism Law and Ethics

Select one of the following:

• JRN 330 Public Affairs Reporting
• JRN 430 Feature Writing

Journalism - Public Relations

Minor
School of Arts, Education, and Culture

The Public Relations minor provides an opportunity for students from various disciplines to develop skills and knowledge regarding the role and practice of public relations in a diverse global marketplace through learning the application of PR in varied venues like corporations, non-profits, PR agencies, campaigns and issued-based groups. The minor integrates both technique with a multimedia-based approach and emphasizes ethics, research and analysis skills necessary to produce credible PR.

Minor Requirements

24 credits

JRN 130 Writing for the Media
JRN 230 Print Journalism OR JRN 235 Broadcast Journalism
JRN 155 Digital Journalism
JRN 276 Introduction to Public Relations
JRN 355 Multimedia Journalism OR JRN 380 Internship (4 credits)
JRN 376 Public Relations Practice

Literature

Minor
School of Arts, Education, and Culture

Literature minors read a range of literary texts from various cultures, traditions, and historical periods. They consider how historical, social, and cultural contexts shape literary works and they examine current debates and issues in the field of English studies.
Minor Requirements

20 credits

This minor consists of five courses in English.

- ENG 215 Literary Analysis
- ENG 315 Literary Form and History
- Two literature courses (one must be at the 300 level)
- ENG 490 Advanced Studies

Management

Minor
School of Sciences, Sustainability, and Health

24 credits

This minor is available to help prepare non-Management majors for careers in business or for graduate study in law or business administration.

A grade of C or higher is required in MGT 101 and MGT 140.

Minor Requirements

ISECON 104 Introduction to Macroeconomics
MGT 101 Introduction to Management
MGT 140 Quantitative Decision-Making
MGT 215 Accounting for Sustainable Business

Students must select two other Management courses at the 300 or 400 level, excluding MGT 451, MGT 491, MGT 493, MGT 494, and MGT 498.

Mathematics

Minor
School of Sciences, Sustainability, and Health

20 credits

Minor Requirements

Select one of the following:

- MATH 141 Introductory Statistics ¹
- MATH 241 Probability and Statistics I

MATH 151 Calculus I
MATH 152 Calculus II

Select one of the following:

- MATH 220 Mathematical Reasoning and Proof
- MATH 231 Linear Algebra

MATH elective at the 200 level or above excluding MATH 275, MATH 375, and MATH 475

¹ This requirement can be fulfilled by completing PSYC 251.
Medieval and Early Modern Studies

Minor
School of Arts, Education, and Culture

20 credits

The program in Medieval and Early Modern Studies focuses on the cultural and social interactions of various peoples of those eras. The program is international in scope and range, giving students a better understanding of the kinds of exchanges that take place when different cultures come into contact, and providing them with the tools and knowledge to understand the history and dynamics of a globalized world.

Minor Requirements

HIST 225 Medieval World: European Culture and Society From 500-1400 (4 credits)

Electives

16 credits

Of the remaining four courses (16 credits), one must be a Medieval elective (4 credits) and one must be an Early Modern elective (4 credits). Two electives (8 credits) must be at the 300 level or higher.

Medieval Electives

4 credits minimum

Select one from the following:

- ART 212 Medieval Art
- ART 492 Art History Seminar (Medieval topic)
- IHENG 220 Readings in British Literature (Medieval topic)
- ENG 323 Medieval Literature
- ENG 324 Chaucer
- ENG 490 Advanced Studies (Medieval topic)

Early Modern Electives

4 credits minimum

Select one from the following:

- ART 213 Renaissance Art
- ART 492 Art History Seminar (Renaissance topic)
- IHENG 220 Readings in British Literature (Early Modern topic)
- ENG 326 English Renaissance Literature
- ENG 327 Shakespeare: Poetry and Plays
- ENG 490 Advanced Studies (Early Modern topic)
- HIST 337 Europe 1400-1600
- HIST 338 European Encounters in the New World

Music

Minor
School of Arts, Education, and Culture

24 credits

The Music minor presupposes a high level of interest and aptitude in music. All students are auditioned before admission to the program. Students in this minor are advised to take one music-related Integrative Studies course with integrative outcomes addressing diversity or global issues.
Minor Requirements

MUA 101, MUA 102, MUA 201, MUA 202, MUA 301, and MUA 302 Applied Music (1-2 credits, total 6 credits)¹
MU 118 Functional Piano I (1 credit)
MU 151 Music Theory I (2 credits)²
MU 152 Music Theory II (2 credits)
MU 161 Aural Skills I (1 credit)
MU 162 Aural Skills II (1 credit)
MU 171 Chamber Ensemble (1 credit)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, total 4 credits)

Select at least 6 credits from the following:

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IAMU 115 Women in Music
- IAMU 216 History of Rock & Roll
- IAMU 218 History of Jazz
- IAMU 242 Listening to America
- IAMU 312 Latin American Music, Society and Culture
- IAMU 330 Music of Africa & the Diaspora
- IAMU 407 Teaching Music to Children
- IAMU 417 Avant Rock
- IIMU 241 Listening to Brazil
- IIMU 243 Film Music History and Technique
- MU 105 Voice Class (1 credit)
- MU 110 Guitar Class (1 credit)
- MU 171 Chamber Ensemble (1 credit)
- MU 211 Intro to Music Technology
- MU 222 Musical Improvisation (1 credit)
- MU 290 Special Topics in Music (1-4 credits)
- MU 298 Independent Study (1-6 credits)
- MU 310 Western Music Before 1700 (2 credits)
- MU 312 Western Music After 1700
- MU 498 Independent Study (1-6 credits)

¹ Applied Music courses may be taken for 1 or 2 credits each, with additional semesters of study as necessary, for a minimum of 6 credits total.
² Students who do not pass the theory placement test given at the time of their audition are advised to seek a private tutor to eliminate this deficiency before starting the sequence of theory classes.

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**Philosophy**

Minor
School of Arts, Education, and Culture

20 credits

Minor Requirements

**Core Courses**

IHPHIL 100 Logical Argumentation

**Electives**

Select four of the following courses with a minimum of two at the 300 or 400-level:

- IHPHIL 220 Ethics
- PHIL 250 Sex, Gender, Justice
- PHIL 280 Knowledge and Reality
• PHIL 290 Special Topics
• PHIL 313 Philosophy and the Holocaust
• PHIL 340 Politics of Multiculturalism
• PHIL 350 Aesthetics
• PHIL 360 Philosophy of Law
• PHIL 370 Philosophy of Language
• PHIL 380 Why Not Anarchy?
• PHIL 406 Existentialism and Film
• PHIL 490 Advanced Special Topics
• PHIL 498 Independent Study

Physics

Minor
School of Sciences, Sustainability, and Health

20 credits

Minor Requirements

INPHYS 241 University Physics I
PHYS 242 University Physics II
PHYS 275 University Physics III

Select two of the following:

• PHYS 260 Electronics
• PHYS 330 Thermodynamics
• PHYS 339 Classical Mechanics
• PHYS 420 Optics
• PHYS 440 Electricity and Magnetism
• MATH 361 Differential Equations
• CHEM 341 Physical Chemistry I or CHEM 461 X-Ray Crystallography

Political Science

Minor
School of Sciences, Sustainability, and Health

20 credits

The Political Science minor provides students with an understanding of politics and government as practiced in the United States and throughout the world; a knowledge of global political relationships; opportunities to develop skills that are useful both in the course of participating first-hand in politics and in the rigorous analysis and communication of complex information; familiarity with methods used in the study of political science; and preparation for professional careers in law, government, international affairs, and the teaching of politics and the social sciences.

Students pursuing a minor in political science should receive a grade C or higher in each course that counts toward the minor.

Minor Requirements

The distribution requirements are:

Three courses in Political Science at the 200 level or higher (12 credits), in two of the three content areas defined below

Content Area 1: U.S. Politics and Public Policy

• ISPOSC 210 U.S. Politics
• ISPOSC 211 State and Local Politics
• POSC 215 Public Administration
• POSC 310 Participation and Democracy in America
• POSC 312 Public Policy Analysis
• POSC 315 Environmental Policy
• POSC 316 Constitutional Law

Content Area 2: Global and Comparative Politics
• ISPOSC 220 Global Politics
• ISPOSC 223 Introductory Comparative Government
• ISPOSC 228 Understanding Global Politics through Literature and Film
• POSC 321 U.S. Foreign Policy and Globalization
• POSC 322 Global Political Economy
• POSC 323 Advanced Comparative Analysis of Government
• POSC 324 Conflict Management

Content Area 3: Political Thought and Analysis
• ISPOSC 230 Foundations of Political Thought
• POSC 250 Writing and Research
• POSC 334 Modern Political Thought

At least one additional course in political science at the 300 or 400 level (4 credits)
POSC 401 Keystone in Political Science

No more than 4 credits should be earned toward the minor from 496 (the practicum/internship) or 498 (the advanced independent study course).

Professional Writing
Minor
School of Arts, Education, and Culture
20 Credits
This minor is designed to help students to prepare for writing in workplace contexts and for civic purposes.

Minor Requirements
ENG 201 Writing with Style

Two of the following:
• IAART 105: Graphic Design Process
• ART 160: Typographic Form and Function (Prereq: IAART 105)
• ART 264: Web Design (Prereq: IAART 105)
• ISCS 150: Website Design & Construction
• ISCS 210: Python Programming
• JRN 130 Writing for the Media
• JRN 155: Digital Journalism

ENG 307 Writing in the World
ENG 497 Writing and Publishing Internship

Psychology
Minor
School of Sciences, Sustainability, and Health
20 credits

Minor Requirements
PSYC 101 General Psychology
Select one of the following course sequences (8 credits)

- PSYC 253 Brain and Behavior and PSYC 355 Psychology of Learning
- PSYC 242 Personality and PSYC 345 Abnormal Psychology
- PSYC 251 Psychological Statistics and PSYC 340 Psychological Testing
- PSYC 311 Child and Adolescent Psychology and PSYC 314 Adulthood and Aging

Select two electives at the 300 or 400 level.

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**Safety and Occupational Health Applied Sciences**

**Minor**  
**School of Sciences, Sustainability, and Health**

20 credits

Credits earned in courses used to satisfy multiple requirements will count once toward the total number of credits required for graduation.

**Minor Requirements**

SAFE 202 Occupational Safety  
SAFE 303 Safety and Health Standards

Select a minimum of three courses (12 credits) from the following:

- INSAFE 103 Safety Chemistry  
- SAFE 203 Fire and HAZMAT Response  
- SAFE 204 Human Factors in Safety  
- SAFE 206 Construction Safety Standards  
- SAFE 301 Loss Prevention  
- SAFE 302 Law and Ethics in Safety  
- SAFE 304 Environmental Regulation  
- SAFE 306 Behavioral Based Safety  
- SAFE 307 Safety Management Systems  
- SAFE 401 Industrial Hygiene  
- SAFE 402 Critical Incident Response

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**Social Research Methods**

**Minor**  
**School of Sciences, Sustainability, and Health**

Students earn 20 credits by taking a combination of courses intended to develop both quantitative and qualitative skills. To satisfy the quantitative requirements of the minor, students choose the two-course statistics sequence in Economics, Psychology, or Sociology. To satisfy the qualitative requirements, students take POSC 335 and ANTH 430. Additionally, students take a 4-credit, 400 level research course in a Social Science major.

**Minor Requirements**

Select one of the following combinations of courses:

- MATH 141 Introductory Statistics or PSYC 251 Psychological Statistics  
ECON 420 Econometrics  

—or—
• PSYC 251 Psychological Statistics and
  PSYC 252 Research Methods in Psychology
  —or—
• SOC 301 Sociological Research Methods and
  SOC 303 Sociological Quantitative Analysis

Select both of the following

• POSC 335 Qualitative Research Methods
• ANTH 430 Ethnographic Research Methods

Four additional credits from the following list of capstone or senior research courses in a Social Science major:*

• ANTH 498 Independent Study
• ANTH 499 Senior Honors Thesis
• ECON 498 Independent Study
• PSYC 496 Honors Seminar
• PSYC 498 Independent Study
• POSC 401 Keystone in Political Science
• POSC 498 Independent Study
• SOC 498 Independent Study
• SOC 499 Senior Honor Thesis

*The senior research project must demonstrate advanced research skills. Specifically, students must employ empirical strategies (such as experimental design, regression analysis, or ethnological investigation) that comprise a major component of their project. Students need to earn a B or higher in the 400-level, capstone research course to successfully complete the minor.

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**Sociology**

**Minor**

School of Sciences, Sustainability, and Health

20 credits

The Sociology minor is designed to give students a basic understanding of society and how individual behavior is influenced by the larger social world. It also provides insight into social relations and organizations, which is valuable in all fields. A minor in Sociology can be beneficial in a variety of careers such as social services, education, human rights, health and wellness, justice, advocacy, and research.

Minor Requirements

**Core Courses**

• ISSOC 125 Introduction to Sociology
• SOC 301 Sociological Research Methods
• SOC 305 Sociological Theory

**Sociology Electives**

Select two additional Sociology (SOC/ISSOC) electives (minimum total of 8 credits).

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**Spanish**

**Minor**

School of Arts, Education, and Culture

20 credits
This minor allows students to acquire an active command of written and spoken Spanish, with a knowledge of historical and contemporary issues in the Spanish-speaking world. It is designed to complement programs such as Education, English, Film Studies, History, Management, and Music. Spanish minors may elect to study in Spain or Latin America during their junior year through our exchange programs or through other approved programs. Students planning to study abroad must consult with the National and International Exchange Center and Spanish faculty before departure to arrange for program approval and transfer of credit.

New students who have had no prior Spanish should register for IHSP 101. Students with one or two years of successful high school study or one college semester should register for IHSP 102. Students with three or more high school years or two college semesters should register for IHSP 103. Students must consult Spanish faculty to find the most appropriate level.

Minor Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 201</td>
<td>Intermediate Spanish</td>
</tr>
<tr>
<td>SP 315</td>
<td>Conversation &amp; Composition I</td>
</tr>
<tr>
<td>SP 316</td>
<td>Conversation &amp; Composition II</td>
</tr>
<tr>
<td>SP 325</td>
<td>Introduction to Spanish Literature</td>
</tr>
<tr>
<td>SP 405</td>
<td>Contemporary Spanish Usage</td>
</tr>
</tbody>
</table>

Statistics

Minor

School of Sciences, Sustainability, and Health

20 credits

Minor Requirements

Select one of the following:

- MATH 141 Introductory Statistics
- PSYC 251 Psychological Statistics

MATH 151 Calculus I

MATH 242 Applied Statistics

Select two of the following:

- MATH 241 Probability and Statistics I
- MATH 362 Math Modeling and Computing
- One course from outside the Mathematics Department incorporating substantial use of statistics. Must be approved by the Mathematics Department.
- An experiential or service-learning experience that has a substantial statistical component. Must be approved by the Mathematics Department.

Sustainability

Minor

School of Sciences, Sustainability, and Health

Students in this minor will explore innovative solutions to the local and worldwide degradation of nature, associated social injustices, and discover technological, social and ethics-based approaches that can enable more harmonious and sustainable dynamics between humans and nature. Students address the essential question of sustainability: How can we best live without degrading our life-support systems, and create conditions that nurture the flourishing of other beings and future generations?

Minor Requirements

24 credits
Core Requirements

- IENST 150 Global Environmental Change
- ENST 250 Principles of Sustainability

Interdisciplinary Electives

Select two of the following:

- IENST 110 Food, Health, and the Environment
- IIRRN 268 Environmental Issues and the Media
- IIITDS 160 Peak Oil and Sustainable Solutions
- IISPDI 360 Sustainability by Design
- INENST 381 Farming with Nature in Mind
- IISENST 382 Environmental Advocacy
- INENST 383 Rethinking Energy¹
- ISGEOG 205 Environmental Geography

Disciplinary electives

Select two of the following:

- ARCH 260 Sustainable Design and Building Science
- ARCH 360 Solar Design and Building Science II
- ARCH 370 Architectural Systems
- ENST 363 Writing in an Endangered World
- ENST 311 Environmental Health
- ENST 312 Energy Resource Science¹
- ENST 371 Environmental Ethics
- ENST 481 The Future of Energy
- ENST 393 Sustainability for Organizations
- GEOG 308 Planning for Sustainability
- GEOG 329 Applications in GIS
- GEOG 335 Sustainable Tourism
- MGT 215 Accounting for Sustainable Business
- SOC 380 Environmental Sociology
- SPD I 304 Materials: A Life Cycle View

¹ Students cannot take both INENST 383 and ENST 312.

Only two courses that are being used to meet a student’s major requirements can be used toward the minor.

Sustainable Product Design and Innovation

Minor
School of Sciences, Sustainability, and Health

24 credits

A minor in Sustainable Product Design and Innovation will provide a technical and design thinking background for students majoring in other disciplines. The following course outline will provide complementary studies to majors in Safety and Occupational Health Applied Sciences, Architecture, Management, Computer Science, Environmental Studies, Math/Physics, and Art.

Minor Requirements

Core Courses

12 credits
SPDI 110 Electricity and Electronics Fundamentals
SPDI 152 Product Design I
SPDI 304 Materials: A Life-Cycle View

**Electives for the Minor**

12 credits

Select at least one of the following (4 credits):

- SPDI 170 Introduction to Woodworking Technology
- SPDI 180 Metal Processes and Prototyping

Select at least one of the following (4 credits):

- SPDI 121 Drafting, Sketching, and CAD
- SPDI 221 Three-Dimensional CAD

Select at least one of the following SPDI or Management courses at 300 or 400 level (4 credits):

- SPDI 400 Manufacturing Enterprise
- MGT 446 Competitive Manufacturing Management
- MGT 331 Principles of Marketing

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**Theatre**

Minor
School of Arts, Education, and Culture

20 credits

**Minor Requirements**

Courses for the minor may include up to two IATAD courses.

Theatre Arts courses taken must include a total of 8 credits at the 100 level and 12 credits from the 200, 300, or 400 level.

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**Women's and Gender Studies**

Minor
School of Arts, Education, and Culture

20 credits

Women's and Gender Studies is an interdisciplinary field that examines feminist theoretical perspectives on the intersections of race/ethnicity, class, gender, sexuality, nationality, religion, and other identities. This minor teaches students to think critically about the social construction of identity and the politics of knowledge production. Students will use these critical-thinking skills to understand people's lives within a global context and analyze the systems of oppression that contribute to continuing economic, political, and cultural inequalities. Women's and Gender Studies minors will be encouraged to promote social justice throughout their course work.

**Minor Requirements**

IIWGS 101 Introduction to Women's and Gender Studies

- Select one of the following:
  - WGS 301 Feminist Theories
  - WGS 302 Queer Theory
  - WGS 303 Latina Feminist Theories
  - WGS 304 Feminist Media Theory

WGS 495 Capstone in Women's and Gender Studies
Select **two** courses from the following list of approved electives. Special topics may also be available each semester. A Women’s and Gender Studies faculty member can advise you about current offerings from various disciplines that will fulfill this requirement.

- **Arts and Humanities**
  - ENG 203 Women’s Writing
  - ENG 381 Women Writers
  - FILM 352 Contemporary Women Directors (specified in title)
  - IHHIST 222 Marriage and Family in Western Civilization
  - IHHIST 331 Sex and Sanctity
  - IHHIST 338 History of Sexuality
  - IAMU 115 Women in Music
  - IIHGS 254/IIWGS 254 Women in the Holocaust
  - PHIL 240 Skin, Sex, and Genes
  - PHIL 260 Theories of the Body

- **Professional Studies**
  - IIEDUC 306 Women and Education
  - IIHLSC 350 Women and Health: Witches, Harlots, and Healers

- **Sciences/Social Sciences**
  - ISANTH 315 Gender and Culture
  - IIECON 320 Gender and Economic Development in a Globalizing World
  - PSYC 425 Psychology of Women
  - SOC 320 Women, Gender, and Society
  - SOC 345 Sociology of Families
  - SOC 455 The Body and Sexuality in Society

- **Women’s and Gender Studies**
  - Any IIWGS or WGS course at or above the 200 level.

## Graduate Studies

### Program Administration

#### Admission

Candidates for admission to a Master's degree, Post-Master's Certification or Post-Baccalaureate Teacher Certification Program must submit the appropriate application, including required materials, to the Graduate Studies Office. Furthermore, the following requirements must be met: submission of transcripts for all undergraduate and graduate course work, three letters of recommendation, an admissions essay, and an application fee. A personal interview is also required to complete the application process. Each program or option may specify additional admissions criteria. Applications are available on the Graduate Studies website (https://www.keene.edu/academics/graduate/apply/).

Applications are reviewed on a rolling basis and applicants are encouraged to apply throughout the year. Once accepted, students are required to submit a nonrefundable enrollment services fee to become fully matriculated. Keene State College reserves the right to close admissions at any point in time.

#### Program Support

The Graduate Program is administered through the School of Professional and Graduate Studies (PGS) and the Continuing Education Office in collaboration with the Education and Safety faculty. The Registrar’s Office maintains academic records. Upon admission to the Graduate Program, each student is assigned an advisor. The Graduate Studies Office monitors matriculated student progress through the program.

#### Expectations for Degree Completion

- The minimum course requirements must be completed as specified in the program, with an average grade of B or higher (3.0 on a scale of 4.0). No grade less than a C is acceptable, and no more than two grades less than a B may be applied to the degree. The Course Retake Policy does not apply to courses taken for graduate credit.
- The residence requirement for graduate students must be fulfilled (normally completed by taking at least 80 percent of credits through Keene State College courses).
- Submit your ‘Application for Graduation’ to the Registrar’s office one year prior to program completion.
Time Limitations
The statute of limitations (total time period in which to complete a graduate program) is six calendar years from the date of official admission for programs that require 30 credits or more to complete, or four calendar years for those programs that require 29 or fewer credits.

Course Load
A matriculated graduate student is considered to be full-time when he or she registers for 9 or more credits in a given term. Registration for 3.0 credits but less than 9 credits results in half-time status. Course load is a significant determining factor regarding eligibility for financial aid. Contact the Student Financial Services Office for additional information.

Leave of Absence
Each semester students must either register for a course or request a leave of absence. Failure to do either will lead to administrative withdrawal from the college. To request a leave of absence, contact the Dean of Students office or complete the online form. Students must specify an intended date of return. No readmission procedure will be required when the College has granted an official leave.

Academic Dismissal
Graduate students who fail to maintain a 3.0 cumulative grade point average (on a 4.0 scale) are subject to academic dismissal. Students may also be dismissed for lack of professionalism, attitude toward and aptitude for professed occupational goals, and other criteria.

Transfer of Credit
Matriculated students may submit a Transfer of Credit Request form to the Graduate Studies Office. Keene State College will only accept transfer credits that apply to a candidate's graduate program and are approved by the student's advisor and/or department chair. Only credits are transferred, not grades. Transfer course grades are not included in the 3.0 grade point average required for program completion. Transcripts must indicate that the student was enrolled in a graduate-level course in an appropriately accredited institution. Grades below a B (3.0 on a scale of 4.0) are not acceptable for transfer into graduate programs. Courses taken more than seven years before the date of matriculation may not be transferred into a graduate program.

Financial Aid
A limited amount of grant and loan money is available for financial aid for graduate students. Submit a Free Application for Federal Student Aid (FAFSA) and contact the Keene State Office of Student Financial Services for more information.

Graduate Study in Education

Keene State College offers post-baccalaureate, master's and post-master's programs allowing you to become a teacher, special educator, master teacher, or principal. These programs lead to certification or advanced degrees in Education. Tomorrow's educational leaders emerge from Keene State College because we successfully guide enthusiastic, intelligent and reflective individuals as they become confident, competent educators actively improving public and private school environments. Our graduates are noted for an active leadership style that stimulates positive systemic change within demanding school environments.

Keene State College has a long history of preparing teachers at the undergraduate, post-baccalaureate, and graduate level. The KSC programs of Graduate Study in Education are designed for the individual who aspires to enter the field of education, as well as for the experienced educator who seeks new knowledge, skills, and/or additional certification as his or her career develops.

Keene State College graduate programs are grounded in standards from national organizations and are accredited by one or more of the following agencies: the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education (NCATE), or the New Hampshire State Board of Education. In addition, each program is framed by standards from specialty professional organizations, whose standards delineate the knowledge, skills, and dispositions professional educators should have, and in that way suggest desired outcomes of the various programs and options. Each specialty area uses the standards in planning courses and experiences and strives to meet as many standards as possible.
In keeping with our mission and vision, the Keene State College Education faculty has generated four themes that speak to what we see as fundamental to the process of teaching and learning. These themes weave through our curriculum for beginning teachers and advanced-level professionals at both the undergraduate and the graduate levels.

KSC education programs strive to prepare education professionals who:

**Explore the dynamic nature of the teaching and learning process,**
**Demonstrate professional and ethical behaviors that meet high expectations and standards,**
**Understand the world from multiple perspectives,**
**Contribute to a just and equitable world.**

We welcome students who are committed to excellence. The ideal candidate for admission into the Graduate Studies Program at Keene State College will demonstrate professional and personal dispositions, including:

- clear communication skills
- the ability to work collaboratively
- professional appearance and demeanor
- the commitment to lifelong learning and service to the community
- clear understanding of the ethical obligations of the profession
- a demonstrated commitment to honoring diverse perspectives
- respect, empathy, and caring for others
- the ability to accept responsibility for own actions
- the consistent ability to be present, punctual, and prepared
- a demonstration of integrity and honesty
- the willingness to work diligently to achieve success.

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**Post-Baccalaureate Teacher Certification**

The Post-Baccalaureate Teacher Certification Program (PBTCP) is specifically designed to address the needs of two distinct populations:

- Experienced educators who want to become certified in another discipline; these individuals will have completed a baccalaureate degree and typically possess current teacher certification.
- Individuals who hold a baccalaureate degree and whose life experiences have led them to seek initial teacher certification; this group may range from the novice who has no background or experience in education to individuals who have a wealth of experience and/or are employed as teacher aides, tutors, paraprofessionals, or special education classroom teachers.

This program follows the undergraduate Educator Preparation model and is composed of undergraduate courses. Through this program, students are able to meet New Hampshire competencies for certification in the following areas:

- Biology (grades 7-12)
- Chemistry (grades 7-12)
- Dance (grades K-12) only available in conjunction with Early Childhood or Elementary Education
- Early Childhood Development (nursery-3)
- Earth Science (grades 7-12)
- Elementary Education (grades K-6)
- English (grades 5-12)
- French (grades K-12)
- General Science (grades 5-8)
- Middle/Junior High Mathematics (grades 5-8)
- Music Education (grades K-12)
- Physical Education (grades K-12)
- Physics (grades 7-12)
- Secondary Mathematics (grades 7-12)
- Social Studies (grades 5-12)
- Spanish (grades K-12)
Post-baccalaureate into Master’s Degree Option

Individuals who have successfully completed a post-baccalaureate teacher certification program from Keene State College, or from an approved collaborating institution, and have been certified by a state Department of Education, or are in the process of earning teacher certification, may receive up to twenty-four (24) credits toward completion of the M.Ed. C&I, based on an evaluation by the Keene State College Education Department Chair, or that person’s designee.

Master of Science in Safety & Occupational Health Applied Sciences

The M.S. in Safety & Occupational Health Applied Sciences is designed for motivated safety professionals or graduates with a safety major or minor who are ready to engage in a personalized plan of study that shows they have the knowledge, skills and dispositions of seasoned professionals.

Students can work full-time while completing the program in one, two, or three years. The 36 credit M.S. is offered as a cohort model with blended learning environments (online and in-class instruction).

Students learn to:

- Apply knowledge of mathematics and science to identify contemporary issues and solve applied science problems
- Design and conduct experiments, as well as analyze and interpret data
- Formulate or design a system process or program to meet identified outcomes
- Communicate effectively and actively contribute toward the goals of multi-disciplinary teams
- Understand the effect of solutions – in society and across the globe
- Reflect on personal performance to address a broad range of professional and ethical responsibilities
- Acquire and apply techniques, skills, and technical-scientific tools.

Master's Degree Programs

Master of Education

Master of Education
School of Arts, Education, and Culture

Major Requirements

Curriculum and Instruction Option

The Curriculum and Instruction (C&I) Option in the master's program in education promotes the development and enhancement of teacher leadership for classroom teachers. The program strives to instill an understanding of self and others in conjunction with the development of skills, knowledge, critical thinking, and compassion required for creating an equitable and engaging learning environment for diverse learners.

The program’s goal is to provide a customized experience leading to the development of teacher leaders committed to school improvement based on the National Board of Professional Teachers 5 Core Propositions and the student's individual professional goals. The program combines core coursework with an individually designed specialization and culminates with the design and implementation of a school-based action research project that showcases the individual student's area of expertise and leadership capacity.

Action research is central to each student's plan of study. It is used as a tool for deep inquiry into the dynamics of teaching and learning in the school setting. At the end of the program, students present the results of their research and are encouraged to use their findings to support a leadership initiative, which may include leading workshops, seeking grant funding, publishing an article and/or presenting at a professional conference.

Three Ways to a Master of Education in Curriculum & Instruction

1. Professional Development - For working classroom teachers. Two to three years, part-time for a total of 36 credits.
2. New Teacher as Leader - For recent graduates with teacher certification or other education credential. One year full-time, intensive for a total of 36 credits.
3. Post-baccalaureate into Master’s degree - For certified teachers with up to 24 post-baccalaureate transfer credits. One to two years, part-time, for a total of 36 credits.

Students in all programs are carefully matched with KSC faculty as they contribute to school-based projects related to curriculum, instruction, and leadership. Using research, assessment, diagnosis, and evaluation methodologies, these projects reflect school system interests and are tailored to meet the academic and professional goals of the master’s candidate.

1. Curriculum and Instruction: Professional Development

36 credits

The C&I Professional Development track is a part-time M.Ed. The C&I Professional Development program is designed for classroom teachers currently employed in an appropriate school setting.

The C&I Professional Development program offers flexibility and individualization for highly motivated professional teachers who are looking for a leadership role in a specified area of focus of their choice. Students can expect their graduate work at KSC to be a time of reflection and renewal as they explore themselves and their relationship with colleagues, students, family, and the community. Throughout the program students are challenged to deepen their understanding of the world from multiple perspectives, explore the dynamic nature of the teaching and learning process, demonstrate professional and ethical behaviors by meeting high expectations and standards, and contribute to a just and equitable world.

2. Curriculum and Instruction: New Teacher as Leader

36 credits

The New Teacher as Leader program is a full-time one-year cohort model designed to support high-achieving new teachers to develop leadership skills while earning their Master’s degree in one-year of full-time study. Candidates in this program are expected to be available for problem-based school change projects in area schools. Sample projects will reflect school system interests as well as those of cohort members. Seminars and class sessions will be held during the day (once/week) as well as evenings or Saturdays, beginning in July and ending in June. Courses are offered through a ‘hybrid’ blended learning format, with campus classes and online instruction and demonstration of learning. The program will provide deep connections with faculty mentors and the cohort, as well as the opportunity to work with experienced educators.

3. Curriculum and Instruction: Post-Baccalaureate into Master’s degree

36 credits, including approved post-baccalaureate credits

The Post-Baccalaureate into Master’s degree program provides the option for certified teachers who have earned their certification through a post-baccalaureate program from Keene State College, or from an approved collaborating institution, to build on their post-baccalaureate work and achieve their Master’s degree. The program can be completed in one to two years, part-time, depending on the number of post-baccalaureate credits accepted. Seminars and class sessions are typically held evenings or Saturdays and in the summer. Courses are offered through a ‘hybrid’ blended learning format, with campus classes and online instruction and demonstration of learning. Education Department Chair or designated program faculty will assist the candidate in determining the number of credits accepted and courses required for completion of the program.

C&I Option – Professional Development and New Teacher as Leader Requirements

36 credits

Foundations

15 credits

EDUC 611 Contemporary Issues and Effective Schools
EDUC 621 Curriculum Theory and Development
EDUC 631 Curriculum Management & Student Assessment
EDUC 641 School Law
EDUC 651 School Leadership

Focus: Curriculum & Instruction

12 credits

EDUCCI 625 Technology-Integrated Teaching
EDUCCI 620 Specialization I
EDUCCI 630 Specialization II
Elective(s) on the graduate level for a total of 3 credits
Applied Research

9 credits

EDUC 670 Educational Research Foundations
EDUC 675 Educational Research Design
EDUC 699 Capstone

Admission Criteria – Curriculum and Instruction

Candidates for admission to the Curriculum and Instruction: Professional Development program must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office. For additional information refer to the Graduate Application.

Requirements: Post-baccalaureate into Master’s degree

Individuals who have successfully completed a post-baccalaureate teacher certification program from Keene State College, or from an approved collaborating institution, and have been certified by a state Department of Education, or are in the process of earning teacher certification, may receive up to twenty-four (24) credits toward completion of the M.Ed. C&I, based on an evaluation by the Keene State College Education Department Chair, or that person’s designee. Granite State College has a specific MOU that articulates the process and expectations for their students; Keene State College students are evaluated by transcript review.

The evaluation process will consist of a review of an individual’s professional competency, including the relevance and recency of the individual’s post-baccalaureate program in relation to teaching experience. Only credits completed as a post-baccalaureate student from an accredited institution may be considered for the M.Ed. C&I degree. Therefore, credits used to complete a bachelor’s degree will not qualify.

Individual course grades must be a ‘B’ or above (minimum of 3.0 on a scale of 4.0) to qualify. A grade of ‘P’ for clinical experience(s) is accepted. Candidates who receive fewer than the maximum number of 24 credits must complete approved graduate level courses. Grades from post-baccalaureate courses do not count toward the 3.0 minimum grade point average required for completion of the M.Ed. C&I degree. The award of graduate credit is limited to individuals who become matriculated at KSC in the Master of Education: Curriculum & Instruction degree.

Post-Baccalaureate into Master’s students must complete the following:

- EDUC 641 School Law or EDUC 651 School Leadership (selection of course determined after consultation with program coordinator)
- EDUC 670 Educational Research Foundations
- EDUC 675 Educational Research Design
- EDUC 699 Capstone
- Additional approved electives as needed to earn a total of 36 credits.

School Counselor Option

48 credits

Effective 10/24/2016 this program is under administrative review. There will be no admission to the program for both current and prospective students while on administrative hold.

(Meets New Hampshire Certification Competencies for Guidance Counselor: Grades K-12)

The Keene State College School Counselor Program is designed to encourage the development of school counselors who are, as described in the American School Counselor Association National Standards, actively involved in school transformation: "catalysts for educational change … [playing] a leadership role in educational reform" (Campbell and Dahir, 1997, p. 3). The program prepares future school counselors to work as advocates for their students and to create developmental school counseling programs that are comprehensive in nature and focused on equity and success for all students. The program promotes an understanding of the roles and responsibilities of the school counselor in the 21st century and the enhancement and development of relevant school counseling skills and strategies.

Developmental, ecological/systemic, and multicultural perspectives provide the theoretical frameworks. The program is based on the American School Counselor Association (ASCA) National Standards (Campbell and Dahir, 1997), the ASCA National Model: A Framework for School Counseling Programs (American School Counselor Association, 2003), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards (CACREP, 2001), and the New Hampshire state standards for school counselors, which, together, provide the framework for the program.
The program's developmental perspective focuses on the needs, tasks, and challenges of children and adolescents as they grow and of the school counselor throughout her or his career. Therefore, we also emphasize the evolution of self-awareness and the skills required to be a lifelong reflective practitioner. The program is designed to create the conditions for self-reflection and awareness within the context of the role of school counselor in order to foster this awareness and these skills.

An ecological/systemic perspective prepares counselors to work effectively with the systems that form the context of students' lives. These systems include the peer group, school, family, and community. An ecological perspective considers the impact of community, national, and global events on students and the spectrum of effective school counselors' responses to these events.

A multicultural perspective is woven throughout the program; we are committed to preparing counselors who can work sensitively and effectively with diverse populations, including the range of cultural, ethnic, gender related, class, and racial diversity that exists in schools and in society. This emphasis includes attention to the range of learning differences and styles of the student population.

The ASCA national standards are "the essential elements of a quality and effective school counseling program. The standards address program content and the knowledge, attitudes, and skill competencies that all students develop as a result of participating in a school counseling program....The content of school counseling programs focuses on three widely accepted and interrelated areas: academic development, career development, and personal/social development" (Campbell and Dahir, 1997, pp. 3-5).

The ASCA National Model: A Framework for School Counseling Programs (American School Counselor Association, 2003) focuses on "a comprehensive approach to four elements: program foundation; delivery; management; and accountability" (ASCA p. 10). According to the ASCA national model, the foundation is based on the beliefs and philosophy of the individual school, its mission statement, and the ASCA national standards. The delivery system includes the school guidance curriculum, planning for individual students, responsive services, and system support. The management system includes organizing advisory councils, gathering and using data to make decisions and plan programs and interventions, and the use of action plans and other organizational tools to document and assess the program and how it is making a difference for all students. “School counselors must be proficient in retrieving school data, analyzing it to improve student success and using it to ensure educational equity for all students” (ASCA p. 10). A commitment to advocacy, leadership, collaboration, and systemic change provides the overall framing of this approach.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP 2001) focuses on the development and enhancement of high-quality standards for graduate programs in counseling. The CACREP standards are the national standard for designing and assessing graduate programs in counseling, therefore, these are the standards we use in conjunction with the New Hampshire state standards to design and assess the Keene State program.

In order to work effectively with students, faculty, staff, families, and community stakeholders, school counselors need to have effective skills in communication, individual counseling, small-group guidance and counseling, and classroom guidance. Leadership in facilitating communication and team-building among faculty and staff members and with families and students are critical components of the school counselor's role. Effective leadership requires inter-personal and consultation skills and the ability to mediate and resolve conflicts. Skills in behavior management, crisis intervention, and referral and provision of services are crucial, as is an understanding of how to work with learning differences and emotional and health-related problems.

School counselors need to be well grounded in current ethical and legal standards. Ethical practice must be infused in and guide all of their work. Awareness of the guidelines of professional organizations is of the utmost importance. Legal and ethical considerations include understanding the parameters surrounding confidentiality and knowing one's own biases and limits, when it is necessary to consult with colleagues, and when to refer students to another individual or agency. An ethical school counselor actively seeks to continuously learn more about this ever-growing field and is careful to seek appropriate peer review and clinical supervision throughout his or her career.

The School Counselor Option is field-based; each course requires students to apply course content to a school or counseling context. The program is also sequential in design, with each course cluster providing a base for subsequent courses. Two semester-long School Counseling Internships (elementary and secondary) include a weekly seminar and require students to demonstrate mastery level counseling in a school setting. Program flexibility and individualization occur within the courses as students design and try out interventions based on interpretations of theory and research into identified best practices.

Admission Criteria – School Counselor Option

Candidates for admission to the Educational Leadership Option must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.
School Counselor Option

36 credits

EDUCSC 622 School Counseling: Roles, Responsibilities, and Interventions (3 credits)
EDUCSC 623 The Inclusive School Counselor: Diversity and Multiculturalism in Schools (3 credits)
EDUCSC 626 Professional Seminar in School Counseling (3 credits)
EDUC 630 Life Span Development (3 credits)
EDUCSC 631 Assessment and Evaluation for School Counselors (3 credits)
EDUC 641 School Law (3 credits)
EDUCSC 641 Career Development (3 credits)
EDUCSC 651 Methods and Skills of Counseling (3 credits)
EDUCSC 652 Group Counseling in Schools (3 credits)
EDUCSC 662 School Counseling: Theoretical Foundations (3 credits)
EDUCSC 696 Internship: Elementary (3 credits)
EDUCSC 697 Internship: Secondary (3 credits)

Graduate-Level Electives

3 credits

Course(s) to be determined in consultation with faculty advisor.

Demonstration of Professional Leadership

9 credits

EDUC 670 Educational Research Foundations (3 credits)
EDUC 675 Educational Research Design (3 credits)
EDUC 699 Capstone Experience (3 credits)

Educational Leadership Option

36 credits

(Meets New Hampshire Certification Competencies for Principal: Grades K-12)

The Educational Leadership Option will provide the candidate with the framework and expertise in the knowledge, skills, and dispositions for transformational school leadership for the 21st century. Through the perspectives of the conceptual framework of the Keene State College education program, candidates for the Educational Leadership Program will:

- Explore the dynamic nature of the teaching and learning process
- Demonstrate professional and ethical behaviors that meet high expectations and standards
- Understand the world from multiple perspectives
- Contribute to a just and equitable world

School principals are leaders who function in many roles to meet the diverse needs of individuals and groups in an increasingly complex society and a rapidly evolving world. To lead effectively, school principals must be prepared with the knowledge, skills, and ethical understandings necessary to create an environment that promotes human potential in terms of learning and citizenship.

Admission Criteria – Educational Leadership Option

Candidates for admission to the Educational Leadership Option must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.

Educational Leadership Option Requirements

36 credits

Foundations

15 credits

EDUC 611 Contemporary Issues and Effective Schools
EDUC 621 Curriculum Theory and Development
EDUC 631 Curriculum Management & Student Assessment
EDUC 641 School Law
EDUC 651 School Leadership

**Specialization: School Principal**

12 credits

EDUCEL 631 Staff Selection, Supervision, and Evaluation
EDUCEL 652 Budget, Facilities, and Safe Schools
EDUCEL 696 Internship I: School and Community Relations
EDUCEL 697 Internship II: Connections

**Applied Research**

9 credits

EDUC 670 Educational Research Foundations
EDUC 675 Educational Research Design
EDUC 699 Capstone

**Special Education Option**

38 credits

This option is designed for individuals who seek certification by the New Hampshire Department of Education in General Special Education (K-12) and a Master of Education degree. The M.Ed. Special Education Option is designed to support individuals to achieve special education certification at the initial level as well as enhance competence and extend learning beyond certification competencies in the area of special education. The option combines certification coursework with a professional leadership experience and culminates with the design and implementation of a school-based research project that showcases an individual student's area of expertise and leadership capacity in special education. The program begins in the summer and can be completed in one year (full-time) or two years (part-time). The certification aspects of this portfolio-based program blend special education content knowledge courses with a yearlong internship experience. The internship may be conducted on the job (for students employed as a teacher in an appropriate special education setting) or in a field experience approved by the faculty coordinator(s) of this program. The certification component follows standards set forth by the National Council for Accreditation of Educator Preparation (NCATE), the Council for Exceptional Children (CEC), and the New Hampshire Department of Education. The KSC Conceptual Framework for Educator Preparation Programs provides students with a frame of reference as they work through the program.

Faculty in the M.Ed. Special Education Option are dedicated to preparing special educators by partnering with local special education professionals in the larger KSC community. Guiding principles include assisting candidates to:

1. apply special education knowledge and skills so that the individuals with disabilities who they teach can develop academic, social, and transition skills to become meaningful and productive members of a community
2. design instruction, assessment, and individualized programs with the student and family at the center of the process
3. utilize expertise of special education stakeholders within and outside a school system in a collaborative framework
4. celebrate diversity in the context of supporting individuals with disabilities
5. act as advocates for individuals with disabilities
6. develop belief and value systems that provide a focus for acting as a special educator
7. reflect on practice to increase special education knowledge, skills, and beliefs.

Applicants to the M.Ed. Special Education Option must demonstrate an appropriate foundation in "regular" education. Individuals who possess a recognized form of teacher certification have demonstrated this required competency. Candidates who do not have the required educational foundation must complete a Post-Baccalaureate Teacher Certification program in order to demonstrate competency in "regular" education.

Graduates from the Keene State College early childhood, elementary or secondary education programs who seek certification in General Special Education (K-12) are encouraged to apply to the M.Ed. Special Education Option during their senior year. Graduates of the KSC early childhood, elementary or secondary education programs who have completed coursework in special education foundations have already addressed fundamental certification competencies. If accepted into the M.Ed. Special Education Option, these individuals will be required to complete fewer credits (see below).

Granite State College students who receive initial or advanced special education certification may transfer these credits into the M.Ed. option (see Granite State College Partnership below).
Admission Criteria – Special Education Option
Candidates for admission to the Special Education Option must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.
For additional information, refer to the Graduate Application.

Special Education Option Requirements
38 credits

Special Education Certification
29 credits
EDUCSP 601 Foundations in Special Education (3 credits)
EDUCSP 602 Curriculum and Instructional Design (3 credits)
EDUCSP 603 Positive Behavior Supports (3 credits)
EDUCSP 604 Assessment and Evaluation in Special Education (3 credits)
EDUCSP 605 Transition Planning and Programming (3 credits)
EDUCSP 660 Internship in Special Education I (8 credits)
EDUCSP 665 Internship in Special Education II (6 credits)

Demonstration of Professional Leadership
9 credits
EDUC 670 Educational Research Foundations (3 credits)
EDUC 675 Educational Research Design (3 credits)
EDUC 699 Capstone (3 credits)

Granite State College Partnership
Individuals who become certified by the New Hampshire Department of Education (NH DOE) after completion of an approved Post-Baccalaureate program at Granite State College (GSC) may qualify to transfer a block of credits via EDUC 612: Demonstrated Certification Competence into the Master of Education degree at KSC. The following GSC certification areas have been approved for transfer into the Certification component of the M.Ed. Special Education option at KSC:

- Early Childhood Special Education
- General Special Education
- Emotionally and Behavioral Disabilities
- Specific Learning Disabilities
- Intellectual and Developmental Disabilities

The successful applicant from GSC will have earned at least 18 post-baccalaureate credits with a GPA of 3.0 or higher for each course. Individuals who earned fewer than 26 qualified credits from GSC will be required to complete additional graduate coursework at KSC.

Transfer students from GSC must complete the following:

- EDUC 651 School Leadership
- EDUC 670 Educational Research Foundations
- EDUC 675 Educational Research Design
- EDUC 699 Capstone

Additional electives if required
All KSC graduate courses must be completed with a cumulative GPA of 3.0 or higher before transfer credit for EDUC 612: Demonstrated Certification Competence will be awarded. Additional program requirements are outlined in the most recent Memorandum of Understanding between KSC and GSC.

Students who transfer from GSC are encouraged to participate in Institutes and offerings in other KSC graduate programs that serve to enhance their understanding of serving students with disabilities.
Safety and Occupational Health Applied Sciences

Master of Science
School of Sciences, Sustainability, and Health

Keene State College's M.S. in Safety and Occupational Health Applied Science is designed for motivated students who are ready to engage in a personalized plan of study that is meaningful, relevant and demonstrates that they possess the knowledge, skills and dispositions of seasoned professionals.

Completion of this program will help individuals improve their ability to anticipate, evaluate, and control hazards within the workplace to protect the health and safety of employees. Safety and occupational health professionals will find this program to be very accessible and full of content that will help them successfully face the philosophical, technological and managerial challenges emerging in the world today. Candidates for this Master of Science degree will enjoy the guidance and mentorship of KSC faculty, engaging coursework, seminar discussions, field work, readings, professional conferences, and opportunities to engage in meaningful and useful research.

As a result of this program, students will demonstrate competence in critical and creative thinking, quantitative and technological literacy, advanced management, and writing skills. These abilities are the essential tools used by confident and competent leaders who initiate innovative technical solutions that are balanced with moral and ethical considerations in public and private sectors.

Admissions Criteria

Candidates for admission to the M.S. Safety and Occupational Health Applied Sciences must meet the requirements for graduate study at Keene State College and submit an Application for Graduate Study, including required materials to the Graduate Studies Office. For additional information, refer to the Graduate Application.

Major Requirements

36 credits

SAFE 601 Current Issues in Safety
SAFE 602 Best Practices in Safety
SAFE 603 Applied Occupational Health
SAFE 604 Leading Safety Change
SAFE 605 Safety Management Systems
SAFE 610 Risk and Safety
SAFE 620 Legal and Ethical Issues
SAFE 655 Advanced Safety Research

Capstone Experience

4 credits

Select one of the following:

- SAFE 695 Graduate Practicum
- SAFE 696 Applied Safety Research
- SAFE 699 Thesis

Degree Requirements

36 credits

Candidates who have graduated from the Safety Honors program by completing two SAFE 600 (totaling 8 credits) level courses with a minimum of B, as undergraduates, will not be required to repeat those courses in the Graduate program.
Graduate Educator Certification

Graduate Educator Certification (Special Education)
School of Sciences, Sustainability, and Health

This program is designed for individuals who seek certification in General Special Education by the New Hampshire Department of Education in General Special Education (K-12).

Through this program, students may pursue initial teacher certification in General Special Education alone or in conjunction with a master's degree. Those pursuing certification only (without a master's degree) will not need to complete the "Demonstration of Professional Leadership" component of the Master of Education degree.

The program begins in the summer and can be completed in one year. This portfolio-based program blends special education content knowledge courses with a yearlong internship experience. The internship may be conducted on the job (for students employed as a teacher in an appropriate special education setting) or in a field experience approved by the faculty coordinator(s) of this program. This program follows standards set forth by the National Council for Accreditation of Educator Preparation (NCATE), the Council for Exceptional Children (CEC), and the New Hampshire Department of Education.

Major Requirements

Graduate Educator Certification

Graduate Special Education (grades K-12)

Required Courses

29 credits

EDUCSP 601 Foundations in Special Education (3 credits)
EDUCSP 602 Curriculum and Instructional Design (3 credits)
EDUCSP 603 Positive Behavior Supports (3 credits)
EDUCSP 604 Assessment and Evaluation in Special Education (3 credits)
EDUCSP 605 Transition Planning and Programming (3 credits)
EDUCSP 660 Internship in Special Education I (8 credits)
EDUCSP 665 Internship in Special Education II (6 credits)

Admission Criteria - Graduate Educator Certification

Candidates for admission to the Graduate Educator Certification Program must submit an Application for Graduate Study in Education, including required materials, to the KSC Graduate Studies Office.

The preferred candidate must demonstrate an appropriate foundation in education. Individuals who possess a recognized form of teacher certification have demonstrated this required competency. Those who were previously certified or successfully completed an approved educator preparation program may also qualify for admission.

Candidates who do not have the required educational foundation may be encouraged to complete a Post-Baccalaureate Teacher Certification program in order to demonstrate competency in education.

Graduates from the Keene State College early childhood, elementary, or secondary education programs who seek certification in General Special Education (K-12) are encouraged to apply to the M.Ed. Special Education Option during their senior year.

Post-Baccalaureate Teacher Certification

Post-Baccalaureate Teacher Certification
School of Arts, Education, and Culture

Post-Baccalaureate Teacher Certification Program (PBTCP) is specifically designed to address the needs of two distinct populations:

- Experienced educators who want to become certified in another discipline; these individuals will have completed a baccalaureate degree and typically possess current teacher certification.
- Individuals who hold a baccalaureate degree and whose life experiences have led them to seek initial teacher certification; this group may range from the novice student who has no background or experience in education to
individuals who have a wealth of experience and/or are employed as teacher aides, tutors, paraprofessionals, or special education classroom teachers.

This program closely follows the undergraduate Educator Preparation model. It is composed almost exclusively of undergraduate courses. Through this program, students are able to meet New Hampshire competencies for certification in one or more of the following areas:

- Biology (grades 7-12)
- Chemistry (grades 7-12)
- Early Childhood Development (nursery-3)
- Earth Science (grades 7-12)
- Elementary Education (grades K-8)
- English (grades 5-12)
- French (grades K-12)
- General Science (grades 5-9)
- General Special Education (grades K-12)
- Middle/Junior High Mathematics (grades 5-8)
- Music Education (grades K-12)
- Physical Education (grades K-12)
- Physical Science (grades 7-12)
- Secondary Mathematics (grades 7-12)
- Spanish (grades K-12)
- Social Studies (grades 5-12)

Selection of a Content Area is required for admission. Prior to admission, it is strongly recommended that applicants have at least 100 hours of contact with children in a public school setting. This track requires an initial review of all post-secondary course work. The Office of Educator Preparation and Graduate Studies coordinates the examination of official transcripts, relevant standardized test results and other application materials to develop an individualized educational plan that will address the KSC Educator Preparation Themes while meeting New Hampshire state standards for Teacher Certification. The educational plan will typically address certification competencies not met by the student's baccalaureate degree. Required courses will guide students toward the acquisition of the knowledge, skills and dispositions necessary to demonstrate competence in their selected area of certification and as a professional educator.

Extra academic preparation may be required for applicants whose baccalaureate degree is not closely related to the area of certification they are seeking. Prior to engagement in the Student Teaching experience, it is strongly recommended that a student have at least 500 hours of contact with children of various ages in different public school environments.

Admission Criteria

Candidates for admission to the Post-Baccalaureate Teacher Certification Program must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.

Preference will be given to candidates who submit passing scores for the Praxis II content tests (typically: content knowledge and essay) as specified by the New Hampshire Department of Education. Praxis II tests are currently required for the following secondary certification areas:

- Biology (7 to 12)
- Chemistry (7 to 12)
- Earth/Space Science (7 to 12)
- English (5 to 12)
- French (K to 12)
- General Science (5 to 9)
- Middle/Junior High Math (5 to 8)
- Physics (7 to 12)
- Secondary Math (7 to 12)
- Spanish (K to 12)
- Social Studies (5 to 12)
Post-Master's Certification

School of Arts, Education, and Culture

For individuals currently holding an appropriate master's degree who wish to become certifiable as a school principal or school counselor, post-master's certification programs are available as follows:

Major Requirements

Educational Leadership Post-Master's Certification Option

27 credits

(Meets New Hampshire Certification Competencies for Principal: Grades K-12)

The Educational Leadership Post-Master's Certification Option will provide the candidate with the framework and expertise in the knowledge, skills, and dispositions for transformational school leadership for the 21st century. Through the perspectives of the conceptual framework of the Keene State College education program, candidates for the Educational Leadership Program will:

- Explore the dynamic nature of the teaching and learning process.
- Demonstrate professional and ethical behaviors that meet high expectations and standards.
- Understand the world from multiple perspectives.
- Contribute to a just and equitable world.

School principals are leaders who function in many roles to meet the diverse needs of individuals and groups in an increasingly complex society and a rapidly evolving world. To lead effectively, school principals must be prepared with the knowledge, skills, and ethical understandings necessary to create an environment that promotes human potential in terms of learning and citizenship.

Admission Criteria

Candidates for admission to the Educational Leadership Certificate Option must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.

Educational Leadership Certification Requirements

27 credits

Foundations

15 credits

EDUC 611 Contemporary Issues and Effective Schools
EDUC 621 Curriculum Theory and Development
EDUC 631 Curriculum Management and Student Assessment
EDUC 641 School Law
EDUC 651 School Leadership

Specialization: School Principal

12 credits

EDUCEL 631 Staff Selection, Supervision, and Evaluation
EDUCEL 652 Budget, Facilities, and Safe Schools
EDUCEL 696 Internship I: School and Community Relations
EDUCEL 697 Internship II: Connections

School Counselor Certification

30 credits

Effective 10/24/2016 this program is under administrative review. There will be no admission to the program for both current and prospective students while on administrative hold.

(Meets New Hampshire Certification Competencies for Guidance Counselor: Grades K-12)
Refer to the Master of Education: School Counselor Option section of this catalog for a description of this program.

Admission Criteria

Candidates for admission to the School Counselor Certificate Option must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.

School Counselor Certification Requirements

30 credits

EDUCSC 622 School Counseling: Roles, Responsibilities, and Interventions
EDUCSC 623 The Inclusive School Counselor: Multiculturalism and Diversity in Schools
EDUC 630 Lifespan Development
EDUCSC 631 Assessment and Evaluation for School Counselors
EDUCSC 641 Career Development
EDUC 641 School Law
EDUCSC 652 Group Counseling in Schools
EDUCSC 662 School Counseling: Theoretical Foundations
EDUCSC 696 Internship: Elementary
EDUCSC 697 Internship: Secondary

Courses of Instruction

Because curriculum development is a continuous process, there may have been course changes subsequent to the publishing of this catalog. Therefore, the College reserves the right to add, change, or delete curricular offerings and/or make curricular refinements. Some changes are necessitated by agencies that accredit the College or award certificates to students. Check with the appropriate academic discipline to learn of any recent changes.

Course Availability

As a service to students and those who advise students, the College provides information regarding the semester a course is expected to be offered. The information is included in the course description. Please note that course schedule information is subject to change without notification. Furthermore, the inclusion of information as to when courses are typically offered does not constitute a contract between the students and the College.

Course Numbering System

All courses carry four credits unless otherwise indicated. Prerequisites, if there are any, are listed at the end of each course description.

• 100/200-level courses are introductory and intermediate courses usually taken during the freshman and sophomore years.
• 300/400-level courses are upper division courses, usually taken by juniors and seniors.
• 500-level courses are graduate courses but are open to senior undergraduates with permission of the appropriate Divisional Dean.
• 600-level courses are graduate courses only; they are not open to undergraduates.
• All courses ending in the two digits "90" will be rotating special topics courses (that may be repeated by students for credit as topics vary).
• All courses ending in the two digits "98" will be independent studies.
• All courses ending in the two digits "99" will be experimental courses. Experimental courses are numbered as 199 (introductory), 399 (advanced), and 599 (graduate). They may be offered as variable credit (1-4 credits) with permission of the program’s faculty and the appropriate school dean. Faculty may not offer the same experimental course more than twice. This includes offering an experimental course more than twice with an alteration to the course title or offering the same course topic at a different course level. If a topic is to be regularly offered, then it needs to proceed through the curriculum process and become a course listed in the catalog. Department Chairs and the relevant Dean’s Office shall enforce this policy. (Revised: 12/6/2017)
• No KSC experimental courses shall be offered (199, 399, etc.). In order to allow current necessary KSC courses to be offered until they may go through the curriculum process and enter the catalog, the policy of no KSC experimental course offerings shall go into effect in academic year 2019-2020.
American Studies

IHAMST 140 What Is American Studies?
Explores historical and contemporary issues from American culture(s). Topics may include nationhood, identity, and cultural production. Annually.

IIAMST 210 Introduction to American Studies
An introduction to the cultural complexities of the American experience with an emphasis on formulating interdisciplinary questions. Usually focuses on a particular decade, region, or theme. Prerequisite: ITW 101 or its equivalent. Fall, Spring.

IHAMST 248 Cultures of Northern Plains Indians
An introduction to American Indian studies through the perspectives of Northern Plains Indians, focusing on Plains Indians’ literature, music, art, Indian law, history, and philosophy. Prerequisite: ITW 101. Annually.

IIAMST 250 Interpreting American Cultures
An examination of a particular aspect of American cultures with an emphasis on developing a critical method appropriate to the interdisciplinary use of texts and other cultural artifacts. Prerequisite: ITW 101 or its equivalent. Annually.

IHAMST 291 Special Topics
Course examines topics through perspectives and approaches drawn from the field of American Studies. May be repeated as topics change. Fall, Spring.

AMST 298 Independent Study
1-8 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Repeatable to a total of 8 credits. Prerequisite: Consent of the instructor who will supervise the independent study.

AMST 350 Perspectives On American Culture
Interdisciplinary writing and research methods workshop, emphasizing revision and multiple drafts of student projects. Research explores American Studies theory and history, emphasizes role of ideology in forming national identity. Prepares students for the program's 400 level seminar. Prerequisites: IIAMST 210 and IIAMST 250. Spring.

AMST 363 Writing in An Endangered World
This course traces environmentalism as a social movement in relation to the development of environmental writing. Students will consider the relationship between literature and social change, the development of literary strategies in environmental writing, and commentaries on the environmental movement by cultural critics and environmental historians in developing countries. Prerequisites: IIAMST 250 or ENST 250 or permission of instructor. Cross-listed with ENST 363. Fall, odd years.

IIAMST 370 American Biography
Interdisciplinary course examines selected biographies of Americans and American-identified figures from historical and literary perspectives. Readings contextualize developments in American culture and society (writ large) from 1492 to the present. Intended for nonmajors. Includes autobiographies. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

IIAMST 372 Readings in American Studies
Examines primary, theoretical, and critical materials related to American Studies. May engage historical, philosophical, artistic, and literary issues in American culture(s). Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

IIAMST 375 American Cultural Studies
Interdisciplinary exploration of a specific aspect or area of American culture employing methods drawn from the field of American Studies. Course moves toward the question: "What is American?" Readings consider phenomena defining American culture(s) and social structure(s), engaging theoretical, historical, and aesthetic materials. Intended for nonmajors. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.
IIAMST 380 The New England Experience
Interdisciplinary course examines selected readings and discussions of New England culture and society from 17th century to the present. Examination draws upon literary, historical, and theoretical materials. Questions of region, image, imagination, and identity are addressed. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

AMST 390 Critical Approaches
Interdisciplinary exploration of selected topics or critical approaches relating to American experience. May be repeated as topics change. Annually.

IIAMST 391 Interdisciplinary Topics in American Studies
Course employs perspectives from the interdisciplinary field of American Studies to examine particular social, cultural, political, phenomena related to United States and/or American identity. Topical inquiries made using methods/approaches from academic disciplines such as history, ethnic studies, geography, musicology or literary studies. Prerequisite: 24 credits in ISP including ITW 101 and QL. Spring.

AMST 490 Advanced Special Topics
An interdisciplinary exploration of selected and advanced topics relating to American experience. May be repeated as topics change. Annually.

AMST 495 Seminar
An interdisciplinary examination of a selected period, theme, or issue related to the American experience. AMST students will propose seminar paper topics that integrate learning from previous courses in American Studies and related disciplines. May be repeated for credit as topics change. Prerequisites: ITW 101, IIAMST 210, AMST 350, junior standing. Spring.

AMST 497 Internship
1-4 credits
Experience in the field providing an opportunity to explore and reflect on work/professional options related to American Studies. Settings may be museums, historical/preservation/restoration organizations, libraries/archives, media, schools, environmental groups, social services, or other related fields. May be repeated to a total of 8 credits. Prerequisites: Permission of American Studies coordinator, and approval and appropriate supervision by core faculty.

AMST 498 Independent Study
1-8 credits
Intensive study of an issue, problem, or topic related to American Studies. Consent required of the instructor who will supervise the independent study. May be repeated to a total of 8 credits.

Anthropology

ISANTH 110 Cultural Anthropology
Introduction to anthropological knowledge and understanding of human cultures and societies. Cross-cultural comparison and review of tribal and industrialized societies. Application of anthropological concepts to provide understanding of other cultures and one’s own culture. Fall, Spring.

ISANTH 111 Archeology and Physical Anthropology
An introduction to the biological and cultural evolution of human beings. In addition to the prehistoric record, the course will cover primatology, human variation, and problems of theory and practice in archeology. Fall, Spring.

ANTH 290 Topics in Anthropology
Selected topics in anthropology. May be repeated as topics change to a total of 8 credits. Prerequisite: ISANTH 110. Occasionally.
ANTH 313 Anthropological Theory
Anthropology, since its inception in the nineteenth century, has attempted to understand the diversity of human beings and their ways of life. This course surveys major anthropological schools of thought since that time in regard to how cultures have been studied and interpreted. Prerequisite: ISANTH 110 and one other ANTH course, or permission of instructor. Fall.

ANTH 314 World Prehistory
An in-depth, comparative examination of cultural change and culture process in prehistoric societies from various places around the world. The course begins with the appearance of anatomically modern humans and ends with the demise of the first civilizations and includes multiple theoretical perspectives on prehistoric behavior. Prerequisite: ISANTH 111. Fall, odd years.

ISANTH 315 Gender and Culture
This course examines the ideology and social reality of sex, gender, and sexuality cross-culturally. The intersection of these identities with class, race and other social categories will be emphasized. The course covers various theoretical approaches and explores the ethnographic literature. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category.

ANTH 316 Cultures of Southeast Asia
A cultural anthropological investigation of the diversity of cultures in Southeast Asia. Focuses on the large variety of economic and religious traditions in the area and how these interrelate. Prerequisite: ISANTH 110 or permission of instructor. Occasionally.

ANTH 318 The Ancient Maya
A comprehensive investigation of the archeology of ancient Maya culture. The course begins with an examination of some of the earliest occupations in Mesoamerica and then documents the complex social, political, economic, and ideological developments of the Maya until the arrival of Spanish Europeans. Prerequisite: ISANTH 111. Spring, even years.

ISANTH 320 Magic, Witchcraft, and Religion
This course will provide a holistic and comparative approach to the study of religious beliefs and practices. Students will explore magical and religious behavior, ritual, myth, shamanism, curing, spirit possession, ancestor worship, witchcraft, and millennial and counter-cultural movements in a variety of tribal and state societies. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category.

ANTH 321 Lithic Technology
This course focuses on stone tool technology from both a cultural evolutionary perspective and as a technological process. Students will examine stone tool classification and analysis with emphasis on raw material types, artifact typologies, reduction sequences, refitting studies, use-wear analysis, and sourcing and dating methods. Prerequisite: ISANTH 111. Fall, even years.

ANTH 323 Anthropology of Conflict and Violence
This course focuses on the nature of conflict in human societies around the world and examines the roles of violence from a cross-cultural perspective. Conflict and violence are studied in societies ranging from food-foragers and complex states to explore the consequences of what is labeled "violence." Prerequisite: ISANTH 110. Spring, even years.

ISANTH 323 Anthropology of Conflict & Violence
This course focuses on the nature of conflict in human societies around the world and examines the roles of violence from cross-cultural and interdisciplinary perspectives. Conflict and violence are studied in societies ranging from food-foragers to complex states to explore the consequences of what is labeled "violence." Prerequisites: 24 credits in ISP, including ITW 101 and QL 101. Spring, even years.

ANTH 332 Forensic Anthropology
This course is designed to provide an introduction to the discipline of forensic anthropology. It will cover the basic information and methods necessary to recognize, collect, identify, and process skeletonized human remains. Crosslisted with CJS 332. Prerequisite: ISANTH 111 or CJS 240. Spring.
ANTH 335 Practicum in Anthropology
2-8 credits
This course provides an opportunity for students to use anthropological learning in a cultural setting for 8 to 10 hours each week. Students may select from among applied research, human services, or other social/cultural change settings. Prerequisite: Permission of instructor. Fall, Spring.

ANTH 390 Studies in Anthropology
Intensive study of selected topics in anthropology. May be repeated as topics change to a total of 8 credits. Prerequisite: ISANTH 110. Occasionally.

ANTH 430 Ethnographic Research Methods
Introduction to ethnographic field research methods and techniques in anthropology, including research design, ethics, participant-observation, interviewing, notetaking, ethnohistory, report writing, and visual documentation. Students complete assigned and independent ethnographic field research projects. Fieldwork required. Prerequisite: ANTH 313 or permission of instructor. Spring.

ANTH 494 Cooperative Education
2-8 credits
Work-learning experience for Anthropology minors. Placement arranged by the student and approved, supervised, and evaluated by a faculty member. Student spends 3 to 4 hours each week in a work setting for each credit earned. Compensation possible. May be repeated to a total of 8 credits (4 credit maximum toward Anthropology minor). Prerequisite: Permission of instructor. Graded Pass/Fail. Occasionally.

ANTH 498 Independent Study
1-4 credits
Advanced independent study of an Anthropology area not normally available in the curriculum. Requires a written report. May be repeated to a total of 4 credits. Prerequisite: Permission of instructor. Occasionally.

ANTH 499 Senior Honors Thesis
Planning, executing and completing a senior thesis in Anthropology is goal of this sequence. With guidance from a faculty sponsor and a committee of readers, student will identify and pursue a topic of interest in the field. Written and oral presentation of the project is required for credit. Prerequisites: Senior standing; ANTH 330 and two additional 300-level ANTH electives; overall and major GPA of 3.50 or above; and application to and approval by the Department Faculty. Must be repeated (8 credits total) to qualify for Anthropology/Sociology honors. Fall, Spring.

Architecture

ARCH 120 Architectural CAD I
This course introduces architectural computer-aided drafting (CAD) with state-of-the-art applications. Students, through a combination of lectures, hands-on exercises, and drawing problems, build a solid foundation of two-dimensional CAD skills and apply these skills creating architectural plans, sections, and elevations according to professional drafting standards, techniques, and practices. Fall, Spring.

ARCH 180 Introduction to Architectural Design
Introduction to the principles of architectural design through lectures and short design exercises. Emphasis is placed on developing visual communication skills necessary and related to architectural presentation including drawing, drafting, and model making techniques. A final design project provides the framework for investigating and understanding the fundamental elements, design principles, and processes necessary to explore the creation of architectural spaces. Fall, Spring.

ARCH 220 Architectural CAD II
An intermediate course in computer-aided drafting using state-of-the art architectural drafting software. Students, through a combination of lectures, hands-on exercises, and drawing problems, learn three-dimensional CAD skills to generate
architectural design and detail drawings according to professional drafting standards, techniques, and practices. Prerequisite: ARCH 120 or permission of instructor. Fall, Spring.

**ARCH 230 Architectural Design I**

Studio investigations of fundamental design concepts, principles, and elements. Projects and exercises focus on the creation of abstract architectural forms and spaces through an exploration of shape, hierarchy, organization, scale, proportion, materials, and light. Studio Design courses should be taken in sequence. Prerequisite: ARCH 180 or permission of instructor. Fall.

**ARCH 235 Architectural Design II**

Studio investigations of fundamental design concepts, principles, and processes. Projects focus on the creation of both abstract and programmed architectural forms and spaces with an emphasis on formal and aesthetic values and the development of a visual vocabulary. The exercises are oriented toward the achievement of creative individual expression. Prerequisite: ARCH 230 or permission of instructor. Fall only.

**ARCH 260 Sustainable Design and Building Science**

Study of energy issues, sustainable building design, and introduction to building science. Focus is on energy-efficient buildings, solar energy systems, related environmental issues, and basics of building science. Projects involve energy analysis of buildings, evaluation of renewable energy options, world energy issues, critical design decisions for building, and building forensics. Prerequisite: MATH 120, MATH 130, or MATH 151, or permission of the instructor. Fall.

**ARCH 270 Commercial Construction**

Introduction of the processes of commercial building, including environmental and regulatory factors and analysis of foundation components and structural and enclosure building systems. Lectures, site visits, and projects present students with an array of technical challenges in building design. Focus is on analyzing and designing architectural details for a variety of building materials. Prerequisite: ARCH 260. Spring.

**ARCH 275 Residential Construction**

A study of residential construction technology systems, including the planning, materials and processes used by building contractors to build residential structures. The interrelationship of societal needs, the environment, and quality of life as they affect building design and construction practices are examined. Two-hour lecture, three-hour lab. Fall, Spring.

**ARCH 280 Collaborative Architectural Project**

Project-centered course emphasizing team approach to solving complex architectural problems. Students conduct architectural projects in the local community for a specific client and site. Involves site planning, programming, schematic design, and project management. Prerequisite: ARCH 230 or permission of instructor. Spring.

**ARCH 290 Special Topics**

2-8 credits

Study of a selected topic in Architecture. May be repeated as topics change. Prerequisites vary with topics. Fall, Spring.

**ARCH 294 Cooperative Education**

2-8 credits

Work-learning experience for which compensation may be received. Placements arranged and approved, supervised and evaluated by full-time Architecture faculty. Elective credit only (cannot be applied to credits in the major) to a total of 12 credits per program. Prerequisites: Declaration of Architecture major and permission of instructor. May be repeated for credit, normally 40 hours per credit. Graded Pass/Fail. Fall, Spring.

**ARCH 320 Architectural CAD III**

An advanced course in state-of-the-art architectural rendering, graphic, and CAD applications. Students through a combination of lectures, hands-on exercises, and drawing problems, learn advanced visual representation skills to generate architectural renderings, presentation, and portfolio quality images. Prerequisite: ARCH 220 or permission of instructor. Fall.
ARCH 330 Architectural Design III
Intermediate-level design investigations based upon the generation of architectural solutions with particular emphasis on formal, functional, and materialization concerns. Projects and exercises focus on the analysis and synthesis of built form with investigations into historical precedents; human factors; site, environmental, and contextual influences; and identification of materials. Prerequisite: ARCH 235 or permission of instructor. Spring.

ARCH 350 Architectural History I
An introduction to the history of architecture and the design concepts that are the building blocks of architectural history from prehistory to the Gothic period. The course surveys the traditional or "canonical" architectural works of Western Europe, the United States, Asia, and the Middle East. Fall.

ARCH 355 Architectural History II
Survey of architectural history, including built form, design theories, construction technologies, and social, political, religious influences from the Gothic period through 1960s. Examines the architecture of Western and non-Western civilizations. Lectures, exams, written reports and oral presentations serve as methods for learning about evolution of design in architectural history. Prerequisite: ARCH 350. Spring.

ARCH 360 Solar Design and Building Science II
Designing Passive and Active Solar Systems for buildings, performance modeling, and advanced building science. Includes basic principles, performance calculations, design optimization, architectural integration of solar energy systems, air quality, and moisture control. Students design combined solar systems applying principles of advanced building science. Prerequisite: ARCH 260. Spring.

ARCH 370 Architectural Systems
Designing mechanical and electrical systems in the context of high-performance buildings. Course applies scientific principles in designing water-supply systems, heating, cooling, electrical services, lighting, and sound control, extending the understanding of healthy buildings design. Emphasizes the principles and concepts to help students design a variety of systems while creating healthy buildings. Prerequisite: ARCH 260 or permission of instructor. Fall.

ARCH 375 Statics and Structural Analysis
Analysis of structural systems in static equilibrium. Begins with fundamental physical laws and progresses to equations of forces and moments on rigid bodies, the analysis of frames, trusses, and internal forces and moments in beams, and loading diagrams and geometrical analysis of building loads. Fall.

ARCH 430 Architectural Design IV
Advanced architectural design of complex building programs. Emphasis on analysis and synthesis of design solutions, including aesthetic principles, satisfaction of programmatic and human concerns, integrating forms in urban or natural context, and identification of appropriate building tectonics. Research is performed on building type and relevant architectural references. Prerequisite: ARCH 330 or permission of instructor. Fall.

ARCH 435 Portfolio Design
Preparation of an architectural portfolio for employment, fellowships, grants, and postgraduate academic opportunities. Course focuses on visual and written representation of individual studio work. Students engage in the representational process to provide a critical forum for written and visual communication in the field of architecture and their own work. Prerequisite: ARCH 430 or permission of instructor. Fall.

ARCH 480 Senior Design Project
Culminating course in the architecture program where each senior defines and develops a complete design and set of drawings for a real client and site. The course emphasizes group interaction, peer review, and evaluation by independent architects. Prerequisite: ARCH 280 or permission of instructor. Fall.

ARCH 490 Advanced Special Topics
2-8 credits
Study of a selected topic in Architecture at an advanced level. May be repeated as topics change. Prerequisites vary with topics. Fall, Spring.
ARCH 494 Advanced Cooperative Education
2-8 credits
Sequential work-learning experience for which compensation may be received. Placements arranged and approved, supervised, and evaluated by full-time Architecture faculty. Elective credit only (normally 40 hours per credit) to a total of 12 credits per program. Prerequisites: Declaration of Architecture major and permission of instructor. May be repeated for credit. Graded Pass/Fail. Fall, Spring.

ARCH 498 Independent Study
2-8 credits
Advanced independent study of various fields of Architecture through independent reading, writing, laboratory work, or field investigation. Requires a written report. May be repeated to a total of 8 credits. Prerequisite: Permission of instructor. Fall, Spring.

Art

IAART 100 Foundations of Design
Study of primary visual design concepts through series of lectures and projects that explore two- and three-dimensional design, and the language of color. Emphasis is on the interaction of these elements in relation to composition and the development of visual literacy. Not open to students who have completed ART 101. Fall and Spring.

ART 101 Foundation Experience
Exploration of the concepts, media, and processes of making art. Students engage in a range of individual and collaborative creative projects focused on developing visual literacy, skills-building, and self-expression. Not open to students who have completed IAART 100. Fall.

IAART 103 Three-Dimensional Design
A comprehensive exploration of the properties of natural and human-made volumes and spaces. Projects involve sculptural objects, and architectural and environmental design. Studio projects are completed outside of class. Fall and Spring.

IAART 105 Graphic Design Process
This course is an investigation of the role of graphic design in the visual environment. Students explore a variety of conceptual and production methodologies to create effective visual communication. Annually.

ART 106 Graphic Design Foundation
This course is an investigation of the role of graphic design in the visual environment. Students explore a variety of conceptual and production methodologies to create effective visual communication. For Art majors only. Fall.

IAART 110 Introduction to Art History
General survey of the history of art and architecture from the ancient to modern periods. The course will explore the roles of the artist, art patron, and viewer in society, and feature in-depth analysis and contextual interpretation of works from a select number of world cultures, regions, and stylistic traditions. Fall, Spring.

IAART 120 Drawing I
The practice of representational drawing emphasizing linear and form description with drawing media. Develops skills for all students, including Art majors. Not open to students who have completed ART 125. May be repeated for credit with permission of instructor. Fall, Spring.

ART 125 Drawing I
The practice of representational drawing emphasizing linear and form description with drawing media. Develops skills for all students, including Art majors. May be repeated for credit with permission of instructor. For Art majors only. Fall, Spring.
ART 151 Technology Workshop

2 credits

This course introduces the Macintosh computer and its role in the design and production of digital art and graphic design. Emphasis is on efficient digital workflow procedures, networking principles, file management, and font organization. Students will become acquainted with software packages, including Adobe Photoshop, Illustrator, and InDesign. Prerequisites: IAART 100, ART 101, IAART 120, or ART 125. Fall, Spring.

ART 160 Typographic Form & Function

Students explore typography as a system of graphic forms that facilitates human communication. This course focuses on the historical context of letterforms and the functional strategies for using typography to convey ideas effectively. Prerequisite: IAART 105. Fall, Spring.

IAART 207 Ceramics and Culture

Through projects, demonstrations, and visual media (slides, videos, etc.), students will investigate differing methods of working with clay such as hand-building, wheel-throwing, and surface techniques. Students will research ceramic art in its global socio-historical contexts. For non-Art majors only. Annually.

ART 208 Ceramics I

Design and construction of wheel and hand-built pottery, including the preparation of glazes and the process of firing. May be repeated for credit with permission of instructor. Fall, Spring.

ART 211 Ancient Art

The history of art and architecture from the early civilizations of the Near East, Egypt, Greece and Rome. Prerequisite: IAART 110. Fall. Even years.

ART 212 Medieval Art

The history of Western art from early Christian catacomb paintings through Gothic cathedral architecture. Prerequisite: IAART 110 or permission of instructor. Spring even years.

ART 213 Italian Renaissance Art

The history of art and architecture in Italy from the late Middle Ages through the mid-16th century (1250-1550 CE). Prerequisite: IAART 110 or permission of instructor. Fall. Odd years.

ART 214 Modern Art

The history of modern art in Europe and North America from the mid-19th century through the postmodern turn and contemporary practices. An emphasis will be placed on formal innovations and artistic responses to changes taking place in the greater socio-historic context. Prerequisite: IAART 110. Fall even years.

ART 224 Photography I

A studio investigation of photography and the application of the medium to individual expression. Includes a working knowledge of camera controls, digital manipulation, and inkjet and analog printing. A digital camera with manual controls is required. May be repeated for credit with approval of instructor. Prerequisite: ART 125 or IAART 120 or approval of instructor. Fall, Spring.

ART 225 Drawing II

Advanced studio work in pencil, ink, charcoal, and chalk from still life and figure models. May be repeated for credit with permission of instructor. Prerequisite: ART 125 or IAART 120. Fall, Spring.

ART 226 Painting I

An introductory course in oil painting, with emphasis on color, shape, light, and texture as they affect the art of painting. Basic compositions of a representational nature and creative experimentation are encouraged. A technical understanding of the oil painting medium is also presented. Prerequisites: ART 101 or IAART 100 and ART 125 or IAART 120 or permission of instructor. Fall, Spring.
IAART 227 Painting Materials and Culture
Through projects, demonstrations, and visual media, students will investigate differing historical methods of working with paint such as encaustic, egg tempera, fresco and oil. This course will explore the pigments, binders and supports for these methods and how they have changed due to economic and technological advancements. Annually.

ART 244 Sculpture I
A comprehensive exploration in the fundamentals of sculpture using processes such as carving, casting, modeling, assemblage, and welding. Emphasis is on developing standards in sculptural technique and personal expression. Fall, Spring.

ART 250 Graphic Design I
Introduction to graphic design as a problem-solving activity that communicates visually. Creative brainstorming techniques, design principles, time-based media, and semiotic theory are introduced. Group and individual critiques help students identify focus and aptitude for graphic design. Prerequisites: ART 151 and two of following: ART 101 or IAART 100, IAART 110, or ART 125 or IAART 120. Fall, Spring.

ART 253 Digital Imaging
A studio investigation of critical theory and visual literacy as it relates to photography and new media in the twenty-first century. Topics include a working knowledge of Adobe Photoshop, image manipulation, and preparing digital images for print, web, and other digital media. A digital camera is required. Prerequisite: ART 250 or permission of instructor. Fall, Spring.

ART 260 Graphic Design Thinking
This course explores the relationships between idea and form in creating effective design and powerful graphic messages. Assignments reinforce concept development, typographic hierarchy, design composition, and production skills. Prerequisites: ART 160 and ART 253. Spring.

ART 262 Image as Message
This course focuses on the development of imagery for graphic design communication and explores methods for creating effective images that express an idea, convey a message, or tell a story. Students will learn concept development, visual problem solving, and a range of digital and hand-drawn image-making techniques. Prerequisites: ART 125, ART 160, and ART 253. Spring.

ART 264 Web Design
Web design blends technical skills, creativity, visual communication and information science. Course emphasizes fundamental web design skills, as well as the design principles that characterize exceptional web sites. Students will plan, design, and launch a complete website with creative interfaces, strong graphic images, functional site organization, and logical navigation. Prerequisite: IAART 105 and ART 160. Fall.

ART 290 Topics in Art History
Subjects vary according to current scholarship and events in Art. Emphasis is on topics not usually offered in regular courses of instruction. Prerequisite: IAART 110 or permission of instructor. May be repeated for credit as topics change. Spring.

ART 295 Sophomore Studio/Exhibit Practice
2 credits
Introduction to concepts, theories, and schools of contemporary visual art over the last 50 years through field trips, guest speakers, readings, discussions, and research paper. Introduction to studio processes, practice, and careers available for contemporary artists. Introductory experience documenting work and participation in curatorial methods. Prerequisites: Art major and sophomore status or permission of instructor. Spring.

IAART 300 Color Design and Site-Specific Painting
Explores the language of color and two-dimensional design, and surveys the history of painted murals and other wall ornamentation. Students complete a site-specific mural on campus. For non-Art majors only. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.
ART 308 Ceramics II
The design and construction of both wheel and hand-built pottery problems in conjunction with the history of pottery. May be repeated for credit with approval of instructor. Prerequisite: ART 208 or permission of instructor. Spring.

ART 315 Contemporary Art
This seminar examines both the prevalent, often contested, issues of contemporary art practice and the broader category of "the contemporary". Emphasis will be placed on the examination of specific works, theoretical texts, and in-class discussion of concepts and contemporary debates. Prerequisites: IAART 110. Fall odd years.

ART 324 Photography II
An in-depth studio investigation of digital photography and contemporary practice. Emphasis will be placed on building a professional portfolio of 15 to 20 prints through the use of darkroom printing, negative scanning, digital manipulation, and inkjet printing. May be repeated for credit with permission of instructor. Prerequisite: ART 224. Fall, Spring.

ART 325 Drawing III
Special graphic studies involving independent projects and research. Emphasis is on the unique personal attitudes and interests of the student. Prerequisites: ART 125 or IAART 120 and ART 225 or permission of instructor. May be repeated for credit with approval of instructor. Fall, Spring.

ART 326 Painting II
Advanced studio work in painting media. Will explore either figure or landscape subjects. Traditional and contemporary approaches are emphasized. Students are encouraged to explore their own interests regarding the subject. May be repeated for credit as subject matter changes. Prerequisites: ART 225 and ART 226 or permission of instructor. Fall, Spring.

IAART 332 Printmaking - Nature and Color
Through projects, demonstrations, and visual media, students will investigate the color linocut printmaking process. Emphasis will be placed on developing microscopic biological imagery in relation to natural design and color. Color theory will be explored through contemporary print practice and the history of printmaking, including 19th century Japanese prints. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

ART 333 Printmaking I
A survey of techniques and history of printmaking. Investigation of relief, lithography, and intaglio processes. Covers both black-and-white and color printing processes. Further brainstorming, drawing and design skills, and professional printmaking practice will be emphasized. Prerequisites: ART 225 or ART 253 or permission of instructor. Fall, Spring.

ART 334 Printmaking II
An in-depth investigation on the technical and conceptual aspects of selected printmaking processes. Emphasis will be placed on the development of one or more printmaking mediums: intaglio, lithography, relief, mixed-media, and photo printmaking. May be repeated for credit with approval of instructor. Prerequisite: ART 333. Spring.

ART 344 Sculpture II
A comprehensive investigation of the technical and conceptual aspects of selected processes associated with contemporary sculptural construction. Emphasis is placed on individual creativity and style. May be repeated for credit with approval of instructor. Prerequisite: ART 244. Spring.

ART 352 Electronic Imaging
Students apply computer skills to produce complex computer-generated designs. Students explore text and image manipulation using Illustrator, Photoshop, etc. Service bureau output methods are discussed and applied. Prerequisite: ART 250. Fall, Spring.

ART 358 Typography II
Advanced investigations into meaning of style and its historic examples in typography. Students develop original typographic styles as a foundation for development of individual design identity. Course projects explore logo and typeface development. Prerequisites: ART 258 and ART 350.
ART 360 Identity Design
Branding-based design class using advanced conceptual development, research and technical knowledge to produce upper-level design projects in print, digital, and/or web media. Students develop a company and brand from concept to market. Classes introduce design agency procedures such as production schedules, packaging, role, and designer responsibilities. Prerequisites: Acceptance into the BFA program in Graphic Design, ART 260, and ART 262. Fall.

ART 361 Graphic Design History
Survey of the cultural prevalence and social significance of graphic design throughout history. Students analyze and produce graphic design communication while contextualizing design within a social, economic, political, and cultural landscape. Prerequisite: ART 260. Fall, Spring.

ART 366 Motion Design I
An introduction to the concepts and the practices of motion graphic design. Students integrate typography, images, video, audio, and special effects to create logo animations, film-title sequences and animated information graphics. Emphasis on communicating an idea or telling a story through a sequence of images. Prerequisites: IAART 105 or ART 250, and ART 253. Fall, Spring.

IAART 391 Global Perspectives
Art history topics vary and could include the exploration of non-Western visual cultures, non-traditional artistic media, or critical themes (postcolonialism, gender, institutional critique, political theory, etc.) as they relate to globalization and the visual arts. May be repeated as topics change. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

ART 408 Ceramics III
Advanced study of wheel and hand built pottery problems, including theory and principles of clay bodies, glazes, kiln construction, and firing. Prerequisite: ART 308 or permission of instructor. May be repeated for credit with permission of instructor. Fall.

ART 424 Photography III
Advanced and individualized study in photography. Students must be sufficiently proficient in the understanding of art principles and photography techniques to carry their research project to a successful conclusion with the assistance of the instructor and invited critics. Prerequisite: ART 324. Spring.

ART 426 Painting III
Advanced and independent study of painting. Students must be sufficiently advanced in the understanding of art to design, initiate, and carry to a successful conclusion their own research with the assistance of the instructor and invited critics. May be repeated for credit with the permission of instructor. Prerequisite: ART 326 or permission of instructor. Spring.

ART 434 Printmaking III
Advanced and individualized study in a specific printmaking media. Students must be proficient in the concepts and techniques of printmaking to carry their research project to a successful conclusion with the assistance of the instructor and invited critics. May be repeated for credit with the approval of instructor. Prerequisite: ART 334. Spring.

ART 444 Sculpture III
Advanced and independent study of sculptural materials, concepts, and techniques. Students must be sufficiently advanced in the understanding of conceptual development and sculptural techniques and processes to carry their own research projects to a successful conclusion with the assistance of the instructor and invited critics. Prerequisite: ART 344.

ART 460 Advertising Design
This course focuses on creating effective advertising messages. Students develop a market position for a product, company, or service appropriate to the client, the audience, and the message. Students acquire skills in creative direction, building ad campaigns, and developing marketing strategies. Prerequisite: ART 360. Fall.

ART 462 Illustration
This course focuses on illustration and its applications in editorial, advertising, and children's book illustrations. Content reinforces and enhances conceptual and critical visualization skills, image-making methods, and production techniques.
introduced in lower level classes. Students learn about business practices and are encouraged to explore their personal voice with communication goals. Prerequisite: ART 262, Fall.

**ART 464 Design for Mobile Media**
Explores conceptual and technical processes of designing visual information experiences for mobile devices. The course focuses on responsive web design techniques, interface design, and mobile application concepts. Prerequisite: ART 264. Spring.

**ART 465 Graphic Design Topics**
Graphic design topics rotate each semester and include the following: Information Design, Experience Design, 3D Animation, Publication Design, Exhibition Design, and Package Design. May be repeated for credit as topics change. Prerequisite: ART 260. Fall, Spring.

**ART 466 Motion Design II**
Advanced study of motion graphic design reinforcing concepts and techniques of kinetic typography, composition, dramatic timing, storyboarding, sound editing, and developing animated messages. Students explore specific categories of motion graphic design, such as commercial, broadcast, and main title using contemporary software applications. Prerequisite: ART 366. Spring.

**ART 468 Design Center**
Design Center is a working graphic design studio that offers design services to Keene State College and other organizations throughout the Monadnock region. Students in this course work collaboratively in small teams as they design, develop, and produce professional projects from concept to completion for campus and community clients. May be taken twice for credit. Prerequisite: ART 360 and permission of instructor. Fall, Spring.

**ART 469 Graphic Design Portfolio**
Required capstone course in the B.F.A. Graphic Design Option with a focus on producing a professional portfolio of design work. Course readings, discussions, critiques, and studio work prepare students to transition from college to the professional world and/or advanced design studies. Prerequisites: ART 360. Spring.

**ART 490 Advanced Studio Topics**
Advanced study and research in a specific studio discipline. Emphasis is placed on individual theoretical development. May be repeated for credit with approval of instructor. Prerequisite: To be determined as topics change or permission of instructor. Fall.

**ART 492 Art History Seminar**
Advanced study in art history and aesthetics. Subjects vary according to contemporary scholarship. Emphasis is placed on theory rather than historical chronology. May be repeated for credit as topics change. Prerequisite: IAART 110, or permission of instructor.

**ART 495 Senior Studio/Exhibit Practice**
Topics will include the discussion and criticism of contemporary visual art through gallery visits, guest speakers, readings, and research paper. The course will also focus on the planning and execution of the senior exhibition as well as the development of portfolios and slide and digital disc preparation for graduate school and career opportunities. Prerequisites: Art major and senior status. Spring.

**ART 496 B.F.A. Senior Studio**
Independent advanced studio work in preparation for the B.F.A. Senior Exhibition. Individuals will work directly with their B.F.A. advisors to develop a body of work consistent with their B.F.A. option. May be repeated to a total of 8 credits. Prerequisite: Senior B.F.A. standing. Fall, Spring.

**ART 497 Graphic Design/Studio Internship**
A seminar and experiential learning opportunity to integrate graphic design and studio theory with practice through on-the-job experience. Seminar meetings provide discussion topics and the sharing of workplace experiences. May be repeated once. Prerequisite: ART 350 or ART 333 or permission of departmental advisor.
ART 498 Independent Study
1-8 credits
An opportunity for a qualified student to research and study a selected topic in art history, studio art, or graphic design in consultation with a faculty member. May be repeated to a total of 8 credits. Prerequisites: Art major, senior status, and permission of both the instructor and the Art and Design Department chair. Fall, Spring.

Astronomy

INASTR 101 Introduction to Planetary Astronomy
Quantitative and descriptive view of the origins, structure, contents, and evolution of our solar system. Class includes both lecture and hands on lab exercises and the basics of night sky observing. Topics include formation of the solar system, planets and other bodies, current research missions, exploration and potential colonization.

INASTR 102 Introduction to Stellar and Galactic Astronomy
Quantitative and descriptive view of the origins, structure, contents, and evolution of our universe. Class includes both lecture and hands on lab exercises and the basics of night sky observing. Topics include light and telescopes, the origin, structure, and evolution of stars and the universe, and galactic classification and evolution.

ASTR 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Prerequisite: Permission of instructor who will supervise the independent study.

INASTR 315 Visions of the Universe
An in-depth study of the solar system, stellar evolution, exoplanets, binary and variable stars, black holes, and the effects of dark matter and dark energy on the evolution of the universe. Emphasis will be given to historical and cultural influences leading to present-day understanding. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

Biology

INBIO 101 Topics in Biology
An exploration of biological issues and methods for nonmajors. Applying basic principles to modern problems, the course may focus on a theme such as evolution and conservation of biodiversity, plants and society, or ecology and environmental issues. Can be repeated for elective credit but not ISP credit as topics change. Fall, Spring.

INBIO 104 Lab Biology Topics
An integrated lecture-lab course for nonmajors that explores biological topics through hands-on investigative activities. Will focus on a theme, such as marine biology or ecology. Can be repeated for elective credit but not ISP credit as topics change. Will satisfy the lab science requirement for education majors. Fall, Spring.

INBIO 105 Tropical Marine Biology
Students will learn basics in tropical marine biology through class and lab activities involving live marine organisms. The course requires a week-long field trip to the Turks and Caicos Islands for SCUBA diving, snorkeling, kayaking and other excursions. Become SCUBA certified on the trip if you are not already. Prerequisite: Permission of instructor. Spring.

BIO 110 Molecules and Cells
Introduction to the life processes from the molecular to the physiological level using an integrated lecture and lab experience. Topics include the chemistry of macromolecules, cell structure and function, cellular respiration, photosynthesis, and gene expression. Use of experimental inquiry to integrate course content into a physiological context. Spring, Fall.
BIO 111 Evolution and Ecology
An integrated lecture-lab experience that introduces the basic principles of evolution and ecology. Students investigate the causes and consequences of organismal diversity, both within and among species. Lab and field projects teach the scientific method. Spring, Fall.

INBIO 202 Conservation in the Sea
This integrated lecture-lab course explores the challenges and approaches currently used in marine conservation. This course emphasizes scientific literacy, interpretation of quantitative data, and critical thinking, and satisfies the lab science requirement for education majors. Occasionally.

INBIO 203 Biology of Plagues
There are a handful of disease-causing microbes on Earth that greatly affect human society. What makes these microbes deadly and how do we respond? This is an integrated lecture-lab course that addresses this topic. Satisfies the lab science requirement for education majors. Occasionally.

INBIO 204 Winter World
How do our resident animal species survive harsh New England winters? This integrated lecture-lab course will explore the physiological and behavioral strategies used by animals to endure the challenges of life in the cold. Satisfies the lab science requirement for education majors. Occasionally.

BIO 230 Human Anatomy and Physiology I
A lecture-lab experience covering the structure and function of the human body for students in physical education and allied health programs. Body organization and terminology, basic chemistry, the cell, histology, integumentary, skeletal, muscular, sensory, central, and somatic nervous systems. Prerequisite: INCHEM 100, INCHEM 103, or INCHEM 111, depending on the requirements of a student's major. Spring, Fall.

BIO 290 Special Topics
1-4 credits
Exploration and analysis of major topics of biology, such as human genetics, algae and fungi, marine biology, freshwater ecology, and biological aspects of sexual reproduction. Prerequisite: permission of instructor.

BIO 294 Cooperative Education
1-6 credits
Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 20 hours per credit) to maximum of 12 credits per degree program. Permission of instructor. Graded Pass/Fail.

BIO 298 Independent Study
1-6 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor, who will supervise the independent study. May be repeated to a total of 6 credits. Fall, Spring.

INBIO 300 Advanced Topics in Biology
Topics in the biological sciences such as genetics, health, ecology, and others will be explored at an in-depth level. Socially relevant and ethical issues such as AIDS, genetic engineering, embryo research, environmental crises and other issues will be emphasized. Prerequisite: 24 credits in ISP including ITW 101 and QL. Fall, Spring.

INBIO 301 Stem Cells and Regeneration
Advances in biomedical research have raised the prospect of using stem cells to regenerate lost or damaged body parts. This course explores the biology of this field and associated ethical and political issues. A laboratory project introduces the scientific method and the amazing regenerative ability of planarian flatworms. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.
INBIO 302 Evolution and Human Behavior
In this fully online course, students explore the fundamentals of evolution and its consequences for human behavior. We compare human behavior to the behavior of other animals as we examine alternative explanations for and controversies about the evolution of cooperation, conflict, mating, parenting and other human behaviors. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.

INBIO 303 Barely Tolerating Yourself
Protecting oneself against a constant threat of pathogens depends on the body’s ability to determine friend from foe. This course will explore fundamental biological concepts in the context of the vertebrate immune system. Topics covered include innate and adaptive immunity, vaccinations, allergies, organ transplants, pregnancy, antibiotic resistance, and cancer. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Occasional.

BIO 311 Genetics
This course focuses on fundamental transmission and molecular genetics, including mitosis and meiosis, gene mapping, genic interactions, mutation and DNA repair, gene expression and regulation, basic bioinformatics, and genetics in society. Course methods emphasize critical thinking, problem solving and scientific communication. Prerequisites: BIO 110 and BIO 111. Spring, Fall.

BIO 312 Cell Biology
An integrated lecture-lab experience introducing fundamental concepts and techniques in cell biology. Topics include cell structure, the cell cycle, apoptosis, stem cells, cell signaling, and cancer. Techniques include light and fluorescence microscopy. Prerequisites: BIO 110 and BIO 111. Spring, Fall.

BIO 313 Population and Community Ecology
This integrated lecture-lab course explores the basic concepts and mechanisms that explain the abundance and distribution of organisms, with a focus on mechanisms structuring populations and communities. Field and lab exercises emphasize the basics of sampling and experimental design, hypothesis formation, spreadsheet use, statistics, data presentation, and scientific writing. Prerequisites: BIO 311 and BIO 312. Fall.

BIO 332 Human Anatomy and Physiology II
Continuation of BIO 230. A lecture-lab experience covering the structure and function of the endocrine, cardiovascular, immune, respiratory, digestive, urinary, reproductive, and autonomic nervous systems, and consideration of metabolism, nutrition, heredity, and regulation of temperature, fluid, electrolytes, and acid-base balance. Prerequisite: BIO 230. Spring, Fall.

BIO 333 Invertebrate Zoology
An integrated lecture-lab course focusing on invertebrate anatomy, physiology, behavior, development, ecology, natural history, evolution, and systematics. Field trips may be required. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 334 Vertebrate Zoology
Integrated lecture, laboratory, and field course focusing on vertebrate anatomy, physiology, behavior, ecology, natural history, evolution, systematics, and conservation. Students will become acquainted with local vertebrate communities and with primary research literature and research methods. Field trips may be required. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 335 Ornithology
Integrated lecture, lab and field activities introduce important features of avian anatomy, physiology, behavior, life histories, breeding, ecology, conservation, evolution, and systematics. Students will gain experience in ornithological research and will practice species identification and field observation and reporting. Field trips may be required. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 343 Experimental Marine Ecology
An integrated lecture-lab course exploring the processes that structure nearshore marine ecosystems. Required field and lab projects are used to teach experimental design, data analysis and scientific communication, as well as the identification and natural history of local marine organisms. Prerequisite: BIO 311, BIO 312, and BIO 313. Occasionally.
BIO 345 Animal Behavior
An integrated lecture-lab course that examines how interactions between genes, physiology, development, and the environment determine animal behavior; the adaptive value of behavior; and how behavior has changed over evolutionary time. This course will also involve exercises designed to instruct students in the process of conducting independent research in animal behavior. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 363 Plant Biology
A lecture and laboratory course emphasizing the fundamental principles in plant biology, including systematics and evolution, anatomy and morphology, physiology, biotechnology, ecology, conservation biology, and ethnobotany. Lab and field projects will provide first-hand experience with organisms, the process of scientific inquiry, and scientific writing skills. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 367 Microbial Diversity
An introduction to the microbial world emphasizing biological diversity. Topics include fundamentals of microbial cell biology, physiology, metabolism, genetics, evolution, classification and ecology. Laboratory experience emphasizes a research perspective and includes isolation, culture, enumeration, characterization and classification of microbes found in the environment. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 368 Genomic Bioinformatics
An introduction to the core principles and methodologies for analyzing genomic data to answer biological questions. Topics include BASH, cloud computing, molecular biology, DNA sequencing, data structure, genomic databases, similarity searching, sequence alignment, gene prediction, phylogenetic trees, and comparative genomics. Project based learning. Prerequisite: BIO 311, or permission of instructor. Occasionally.

BIO 375 Biochemistry
An integrated lecture-lab experience exploring the relationship between structure and function of macromolecules and other biologically active compounds to metabolism and energy utilization of the cell. Practical experiences will introduce students to methodologies, analytical techniques, and data analyses associated with biochemical research. Prerequisites: BIO 110, CHEM 221, and CHEM 222 or permission of instructor. Course also listed as CHEM 375. Fall.

BIO 376 Molecular Biology
An integrated lecture-lab experience covering the structure and organization of DNA; DNA replication, repair, and modification; transcription and RNA processing; protein biosynthesis; transcriptional and posttranscriptional control mechanisms, using examples from prokaryotes, eukaryotes, and viruses; and genomics and bioinformatics. Experimentation in modern recombinant DNA techniques. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 377 Immunology
Integrated lecture-lab experience covering the cellular and molecular basis of vertebrate adaptive immune response. Topics include structures and cells of the immune system, antibody formation and diversity, role of immune system in health and disease, and evolution of adaptive immunity. Applied immunology and disorders of immunity will also be covered. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 378 Developmental Biology
An integrated lecture-lab course examining fundamental developmental phenomena, such as the differentiation and patterning of tissues and organs. Classic experiments in the field using a variety of model organisms will be discussed, and students will complete original laboratory research projects investigating the genetic basis of animal development. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 379 Comparative Animal Physiology
An integrated lecture-lab experience that investigates how animals function in their environment through the comparison of different strategies for solving fundamental physiological problems, including those of gas exchange, food acquisition and digestion, maintenance of water and ion balance, and reproduction. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 380 Endocrinology and Endocrine Disruption
An exploration of endocrine systems and the hormonal regulation of physiological function in vertebrates and invertebrates. This integrated lecture-lab course will also investigate the phenomenon of endocrine disruption or how man-made chemicals
are interfering with hormone function in animals, including humans. Students will read, analyze, and present primary scientific literature. Prerequisites: BIO 311 and BIO 312. Occasionally.

**BIO 381 Tropical Marine Biology**
This course investigates tropical marine ecology, biodiversity, coral reef biology, conservation and environmental issues. Students will mentor non-biology majors in lab activities, class discussion, and field observations in the Turks and Caicos Islands. Prerequisites: BIO 210 and permission of instructor. Spring.

**BIO 382 Neurobiology**
An upper-level introduction to the field of neurobiology. Includes an overview of comparative neuroanatomy and the cellular and molecular basis of sensory, motor, and higher brain functions. Prerequisites: BIO 110 and INCHEM 111/CHEM 112, or permission of the instructor.

**BIO 395 Biology Junior Seminar**
This course is designed to prepare students for professional careers or postgraduate opportunities via research in areas of interest, and career trends for scientists in the global community. Students will apply biology content knowledge, critical thinking and communication skills to the development of a professional portfolio and senior year plan. Prerequisite: BIO 313, or permission of instructor. Graded Pass/Fail. Spring.

**BIO 490 Advanced Special Topics**
1-4 credits
Exploration and analysis of major topics of Biology, such as microtechnique, vertebrate and invertebrate zoology, plant physiology, algae, and biological aspects of sexual reproduction. Prerequisite: Permission of instructor.

**BIO 494 Advanced Cooperative Education**
1-6 credits
Sequential work-learning experience for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit (normally 120 hours per credit) to a maximum of 12 credits per degree program. Prerequisites: Permission of instructor. May be repeated for credit. Graded Pass/Fail.

**BIO 495 Senior Seminar**
Within the context of an overarching biological theme, students integrate and advance their experience and knowledge. Students will recognize their important roles as scientists in their communities and further enhance their research, critical thinking, and oral and written communication skills. This course prepares students for professional careers or postgraduate opportunities. Prerequisite: 12 credits of any 300- or 400-level BIO courses. Fall.

**BIO 498 Independent Study**
1-6 credits
Advanced independent study related to experimental aspects of various fields of biology. The student is required to initiate a scholarly project and to submit a written progress report. One-hour conference. Prerequisites: Two advanced courses in biology. May be repeated as desired.

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**Chemistry**

**INCHEM 100 Introduction to Chemistry**
An introductory course providing a survey of general chemical principles and their application to current environmental and social issues. Topics include atomic and molecular structure, chemical bonding, energy, reaction chemistry, solutions, and nuclear power. (Not open toward a major program in biology, chemistry, geology, or chemistry/physics.) Fall, Spring.

**INCHEM 103 Fundamentals of Chemistry**
Lecture-lab course providing a survey of general chemical principles. Topics include matter, energy, atomic and molecular structure, bonding, reaction chemistry, and radioactivity. Knowledge of algebra, exponentials, and logarithms is expected.
Three-hour lecture, two-hour laboratory. (Not open toward a major program in biology, chemistry, geology, or chemistry/physics.) Fall, Spring.

INCHEM 111 General Chemistry I
The first course in a one-year sequence covering fundamental chemical principles and concepts, including stoichiometry, atomic and molecular structure, bonding, periodicity, gases, and thermochemistry. Previous chemistry recommended. For students who plan to take further chemistry courses. Knowledge of algebra, exponentials and logarithms is expected. Math assessment exam required. Includes two-hour laboratory. Fall.

CHEM 112 General Chemistry II
The second course in a one-year sequence covering solids and liquids, solutions, kinetics, chemical equilibria, acid-base equilibria, electrochemistry, nuclear chemistry, and qualitative and quantitative analysis. For students who plan to take further chemistry courses. Three-hour lecture, two-hour laboratory. Prerequisite: INCHEM 111 or permission of instructor. Spring.

INCHEM 201 Forensic Science
Forensic science is the interdisciplinary application of science to law. The course will explore the forensic aspects of famous trials, scientific advances, and media coverage. Using a case study approach, students will learn forensic techniques, which will ultimately be applied to the production or analysis of mystery fiction. Prerequisites: ITW 101 and IQL 101. Fall, Spring.

CHEM 220 Fundamental Organic Chemistry
Fundamental introduction to the functional aspects of organic compounds, with emphasis on the biochemical relevance of structural and chemical properties. Designed for those for whom one semester of organic chemistry is sufficient. Three-hour lecture and 1-hour team-based learning session. Prerequisite: INCHEM 103 or CHEM 112 or permission of instructor. Spring.

CHEM 221 Organic Chemistry I
The first of a two-course sequence in organic chemistry, emphasizing modern concepts and problem-solving in structure, synthesis and mechanism, based on a functional group approach. Theoretical and practical aspects of modern spectroscopy support its use in the laboratory course. Three-hour lecture, three-hour laboratory. Prerequisite: Grades C or higher in INCHEM 111 and CHEM 112 or permission of instructor. Fall.

CHEM 222 Organic Chemistry II
The second of a two-course sequence in organic chemistry, emphasizing modern concepts and problem-solving in structure and synthesis and mechanism, based on a functional group approach. Theoretical and practical aspects of modern spectroscopy support its use in the laboratory course. Three-hour lecture, three-hour laboratory. Prerequisite: Grade C or higher in CHEM 221 or permission of instructor. Spring.

CHEM 251 Quantitative Analysis
Basic principles of quantitative chemical analysis, including solution stoichiometry, statistics, acid-base equilibrium, and calibration methods. Topics include chemical equilibrium, titrations, electrochemistry, and spectroscopy. Three-hour lecture, three-hour laboratory. Prerequisite: Grade C or higher in CHEM 112, or permission of instructor. Fall.

CHEM 294 Cooperative Education
1-4 credits
Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students with sponsorship, approval and evaluation by full-time faculty. Elective credit only (normally 40 hours per credit) for a total of 8 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail. Fall, Spring.

CHEM 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 4 credits.
CHEM 321 Organic Chemistry III
A continuation of modern methods of organic synthesis with a focus on reaction mechanisms, carbon-carbon bond-forming reactions, and approaches to the synthesis of complex organic molecules. Prerequisite: CHEM 222 or permission of instructor. Spring, alternate years.

CHEM 333 Medicinal Chemistry
Where do drugs come from? How do they work? These questions are addressed from an organic chemical perspective. Topics covered include the action and synthesis of antimicrobials, heart drugs, hormones, and others. Prerequisites: CHEM 222 or permission of instructor. Spring, odd years.

CHEM 341 Physical Chemistry I
Introduction to quantum chemistry and its applications to atomic and molecular electronic structure and spectroscopy. Three-hour lecture, four-hour laboratory. Prerequisites: MATH 141, MATH 151, and MATH 152, INPHYS 141 and PHYS 142, and CHEM 112, or permission of instructor. CHEM 251 and MATH 251 are desirable, but not required. Fall.

CHEM 342 Physical Chemistry II
Properties of gases, liquids, solids, and solutions. Thermodynamics, chemical and phase equilibria, conductance, electrical potentials, and kinetics. Three-hour lecture, four-hour laboratory. Prerequisites: MATH 141, MATH 151, and MATH 152, INPHYS 141 and PHYS 142, CHEM 251 or permission of instructor. MATH 251 is desirable, but not required. Spring.

CHEM 363 Inorganic Chemistry
An introduction to modern inorganic chemistry including: atomic structure and bonding; a description of transition metal complexes and their role as catalysts, and a survey of the reactivity of selected elements of the main group. Three-hour lecture, three-hour laboratory. Prerequisite: CHEM 222, or permission of instructor. Spring.

CHEM 365 Organometallics
This course introduces the organometallic chemistry of the transition metals and main group elements with emphasis on common structural features and basic reaction types. The role of organometallic complexes in catalysis is also explored. Prerequisite: CHEM 222 or permission of instructor. Spring, odd years.

CHEM 373 Polymer Chemistry
Introduction to polymeric materials and polymer chemistry. Includes methods of polymerization, polymer characterization, physical and chemical properties of polymers, test methodologies, and uses of various commercially important polymeric materials. Prerequisite: CHEM 222 or permission of instructor. Spring, even years.

CHEM 375 Biochemistry
Integrated lecture-lab experiences exploring the relationship between structure and function of macromolecules and other biologically active compounds to metabolism and energy utilization of the cell. Practical experiences will introduce students to methodologies, analytical techniques, and data analyses associated with biochemical research. Prerequisites: CHEM 221, CHEM 222, and BIO 110 or permission of instructor. Course also listed as BIO 375. Fall.

CHEM 421 Advanced Synthetic Chemistry
An advanced, project-oriented laboratory focusing on multistep inorganic and organic synthesis. Prerequisites: Grade C or higher in CHEM 222 and CHEM 363 or permission of the instructor. Spring.

CHEM 454 Instrumental Analysis
Theory and practice of current methods of analysis. Methods include spectroscopy (UV-Visible, IR, and atomic absorption), chromatography (gas, liquid, and ion), NMR, and coupled instrumentation such as the GC-Mass spectrometer. Three-hour lecture, four-hour laboratory. Prerequisites: CHEM 221, CHEM 222, CHEM 341, and CHEM 342 or permission of instructor. Spring.

CHEM 461 X-Ray Crystallography
Principles of X-ray crystallography as applied to molecular structure determination. Introductory and advanced methods for X-ray structure analysis, including computational chemistry modeling and database retrieval practice. Three-hour lecture, two-hour laboratory. Prerequisites: CHEM 112, and CHEM 220 or CHEM 221, or permission of instructor. Spring, occasionally.
CHEM 481 Laboratory Teaching Practicum
2 credits
Teaching of a college chemistry laboratory under the guidance of a mentor. Students participate in the preparation, instruction, and evaluation necessary for effective teaching in an experimental laboratory setting. Prerequisite: Permission of instructor. Fall, Spring.

CHEM 490 Advanced Special Topics
2-4 credits
Advanced topics in chemistry such as environmental chemistry, forensic chemistry, radiological health physics, solid-state chemistry, bio-organic chemistry, or others. May be repeated for credit as topics change. Prerequisites: CHEM 222, one chemistry at the 300 level or higher, and permission of instructor. Occasionally.

CHEM 494 Advanced Cooperative Education
1-4 credits
Sequential work-learning experience for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit (normally 40 hours per credit) for a total of 8 credits per degree program. Prerequisites: CHEM 294, 2.0 cumulative GPA, declaration of major, and permission of instructor. May be repeated for credit. Graded Pass/Fail. Fall, Spring.

CHEM 498 Independent Study
1-4 credits
Advanced study of various fields of chemistry through individual reading, writing, or laboratory work. Requires a research project conducted under the supervision of chemistry faculty and a written report. One-hour conference. May be repeated as desired.

Communication

IHCOMM 171 Public Speaking
Through experience in a variety of speaking situations, students gain self-confidence in the organization of thought and self-expression. Fall, Spring.

COMM 220 Ethics in Communication
Examines ethical values and arguments as they apply to interpersonal, small group, public, organizational, and intercultural contexts. Students develop methods of ethical analysis through discussion, lecture, experiential activities, observation, case studies, and research papers. Fall.

COMM 240 Visual Communication
This course explores the evolving theoretical concepts and analysis of visual communication along with their implications for society. Various forms of visual communication (e.g. art, graphic design, advertising, photography, television, film, digital media) and their interaction with each other will be studied. Occasionally.

COMM 275 Interpersonal Communication
The study and application of the principles of interpersonal communication: communication ethics, family relationships, problem-solving, nonverbal communication, and small-group communication. Occasionally.

COMM 278 Group Interaction
Group dynamics, interaction, problem solving, and leadership. Case study, analysis, and research are required. Occasionally.

COMM 290 Special Topics
An exploration of areas not covered by the regular curriculum. Content depends on available faculty. May be repeated for credit.
COMM 298 Independent Study
2-8 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

COMM 372 Intercultural Communication
This course applies interpersonal and intercultural theories to the understanding of intercultural communication and the fostering of intercultural communication competence. Occasionally.

COMM 376 Theory of Communication and Rhetoric
A survey of the major theories and methodologies of communication and rhetoric and their application to the analysis and appraisal of discourse. Prerequisite: IHPHIL 100

COMM 378 Persuasion
Contemporary approaches to persuasion theory and an examination of past and current persuasive efforts. Research, writing, and speaking required. Fall, Spring.

COMM 379 Internship
Students apply their knowledge of communication theory and skills in a professional setting. The student may find the internship and seek the instructor's approval or the instructor may set it up with existing partners. Prerequisites: 12 credits in communication and permission of instructor. Fall, spring.

COMM 472 Quantitative and Qualitative Methods
This methods course is designed to increase students' awareness of interpersonal and cultural processes that govern development, maintenance, and deterioration of close relationships, and teach them methods ranging from ethnography, interviews and surveys to experimental research in investigating the role of communication in these processes. Prerequisite: Two courses in Communication, or permission of instructor. Fall, Spring.

COMM 473 Rhetorical Criticism
Traditional, dramatistic, fantasy theme, narrative, and cultural approaches to rhetorical criticism are examined. Research, writing, and speaking are required. Prerequisite: Two courses in Communication, or permission of instructor. Annually.

COMM 479 Senior Project
This course caps off study of communication and philosophy. It is themed topically and by at least one of the following high-impact educational practices: a writing-intensive course, undergraduate research, collaboration/team-based projects, and service-learning/community-based learning. Public speaking is required. Prerequisites: Take one from COMM 472, COMM 473, PHIL 313, PHIL 340, PHIL 370, PHIL 406, and permission of instructor. Fall, Spring.

COMM 490 Advanced Special Topics
An exploration of areas not covered by the regular curriculum. Content depends on available faculty. May be repeated for credit.

COMM 498 Independent Study
2-8 credits
An intensive study of an issue, a problem, or a topic related to communication. May be repeated for a total of 8 credits. Prerequisites: junior standing and permission of instructor.
Computer Science

CS 101 Introduction to Computer Information Processing
An introductory course in the academic use of computers. Includes Internet, e-mail, the Information Highway, information resources, components for student computer systems, the campus computing environment, computer operation fundamentals, computer ethics and the law, and selective software applications. Fall, Spring, Summer.

CS 110 Computer Workshop
1 credit
Computer software applications. May be retaken with permission of instructor.

ISCS 140 Programming Foundations I
Introduces students to fundamental computer science (CS) principles that help prepare students for successful careers in their chosen disciplines. Topics include: hardware & software fundamentals; algorithm development fundamentals; introduction to Java programming; control structures; construction of classes and methods; array processing; introduction to inheritance; interfaces. Not open to students who have completed CS 140. Fall, Spring, Summer.

ISCS 150 Website Design & Construction
Introduces website construction as a pervasive means of problem solving and communication. Through the various methodologies covered, the course helps to prepare students for successful careers in their chosen disciplines. Topics include: fundamentals of website design; Hypertext Markup Language (HTML); introduction to Extensible Markup Language (XML); other supporting methodologies. Not open to students who have completed CS 150. Fall, Spring, Summer.

INCS 160 Microcomputer Systems
This introductory course in microcomputer systems includes discussion of the underlying physics of the computer system, hardware/software installation, configuration, trouble-shooting problems, networking essentials, and other related topics. The course is designed to prepare students to develop an understanding of the internal workings of a microcomputer system. Not open to students who have completed CS 160. Fall, Spring.

CS 185 Programming Foundations II
This course extends the ISCS 140 concepts to include more advanced programming concepts and principles such as: Arrays of Objects; Inheritance, Polymorphism, and Amalgamation; Exception Handling; External File Processing; Basic GUI Programming; Creating User Interfaces; Introduction to Data Structures. Prerequisite: Grade of C or higher in ISCS 140. Fall, Spring.

CS 205 Visual Programming
An introduction to various principles, theories, and approaches to user interface design and implementation. Includes a study of the factors that affect user interface design, and mastery of at least one development tool and a visually based programming language. Prerequisite: Grade C or higher in CS 185. Spring.

ISCS 210 Python Programming
Introduces computational thinking using Python, with an emphasis on problem solving through computer science. The course focuses on data manipulation and analysis allowing students to work on real problems using actual data sets and is designed to engage both majors and non-majors in improving critical thinking skills through practice. Spring.

CS 215 Operating System Administration
Discusses fundamental system administration issues using the Unix operating system and/or any other operating system chosen by the instructor. It covers installation and configuration, file and directory management, message management, management of system security, multimedia management, basic network configuration, and command-language programming. Prerequisite: Grade of C or higher in CS 185. Spring.

CS 225 C++ Programming
This course introduces the student to fundamental programming concepts with the C++ programming language. It includes concepts such as sequence, iteration, conditional branching, functions, recursion, function overloading, object-oriented
programming, operator overloading, and file processing. It also includes a cursory treatment of fundamental data structures. Prerequisite: Grade C or higher in CS 185. Fall.

**CS 230 Programming for Industry**

Students learn languages such as RPG, COBOL or C using an advanced POWER system server with IBM i operating system and DB2 database, which are widely utilized in insurance, hospitals, manufacturing, financial services and banking. Topics covered include logic flow, structures, modular programming, user interface and database manipulation. Prerequisite: Grade of C or higher in CS 185.

**CS 265 Computer Architecture**

Introduces the student to the computer as an electronic device. It includes digital logic as well as design of critical internal components of the computer system. May also include topics such as hardware compilation, microcode, content-addressable memories, and parallel architectures. Prerequisites: Grade C or higher in ISCS 140. MATH 135 as prerequisite or co-requisite. Fall, Spring.

**CS 280 Data Structures and Algorithms**

This course guides the student through a study of data structures and algorithms. It includes algorithm development and analysis, array-lists, linked lists, stacks, queues, trees, hashing, graphs, and sorting algorithms. Although Java will be the primary programming language, the material is covered in a manner that facilitates implementation in any language. Prerequisite: Grade C or higher in CS 185. MATH 135 as prerequisite or co-requisite. Fall, Spring.

**CS 290 Special Topics**

1-4 credits
Elementary topics as determined by changes taking place in the discipline. Repeatable as topics change. Prerequisite: Minimum of 8 credits in CS. Fall, Spring, Summer.

**CS 293 Supervised Field Experience**

1-2 credits
Allows students to participate in field experience, combining theory with practice. Prerequisites: 16 credits in CS and permission of instructor. Fall, Spring.

**CS 294 Cooperative Education**

1-4 credits
Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Prerequisites: 8 credits in CS and permission of instructor. Graded Pass/Fail. Fall, Spring.

**CS 310 System Programming: C and Assembler**

Introduction to fundamentals of assembly and C language programming concepts and techniques with an in-depth understanding of x86 architecture computers by programming at the machine level. Proper use of assembler, registers, instructions and stack, and developing well-structured programs in assembly and C language are emphasized. Prerequisites: CS 185. Fall.

**CS 320 Operating Systems Design**

 Discusses the intricacies of operating systems design and implementation. Areas of concentration include OS services, file management, CPU scheduling, memory management, input/output management, resource allocation, security, and process management. Prerequisite: CS 280. Spring.

**CS 340 Internet Programming**

The art and science of programming internet applications from a client-side perspective. Topics cover designing interactive web applications, PHP, using content managers, reading, writing database files, and usability and design considerations using real world projects. Current web programming languages and content managers will be utilized. Prerequisites: ISCS 150 and CS 185. Spring.
ISCS 350 Systems Analysis and Project Management
Introduction to fundamentals of systems analysis and design using project management. Discusses the role of the systems analyst with emphasis on oral and written communication with business users and the project team. Emphasizes structured design techniques. Requires detailed systems development case study using project management techniques. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

CS 355 Computer Networks
Introduction to fundamental concepts in the design and implementation of computer networks, their protocols and applications, examining the application layer and working down toward the link layer. Emphasis on networking concepts and issues involved in creating network applications and application-level protocols using network programming. Prerequisite: CS 185. Spring.

CS 360 Database Systems
This course covers the theoretical foundation of modern database systems, concentrating on practical use of relational database management systems to model, design and implement business and commercial systems. It includes Structured Query Language (SQL), normalization, and rational algebra. It does not use any specific language. Prerequisite: Grade C or higher in CS 280. Fall.

CS 375 Software Engineering
This course introduces the fundamental concepts and principles of software planning, construction, implementation and management. It covers the software development life cycle, the various activities that occur. It also covers methodologies for specifying, designing, developing, and managing top quality software systems. Prerequisite: CS 280. Fall.

ISCS 380 Digital Image Processing
Students delve into applications of digital imaging involving interpreting data to build mathematical models. Students will learn to use MATLAB and convert the images into analytical form to decipher the content to either enhance or extract information. These skills are important in forensics, Medical Image Analysis and many other fields. For the student who does not have programming background, special tutoring will be offered to understand the MATLAB programming. Prerequisites: 24 credits in ISP, including ITW 101 and QL. ISCS 140 recommended. Spring.

CS 395 Mobile Computing
This is an introductory course in creating applications for mobile devices, including Android, iPhones, iPads, and the iPad Touch. It teaches how to conceive, design, construct, and deploy applications for these devices. It employs Xcode (Apple’s native IDE), the Objective-C programming language, and the Cocoa Touch framework. Prerequisite: CS 185. Fall.

CS 410 Advanced Software Development
The study of advanced programming techniques of timely interest. Topics may include object-oriented techniques, special purpose languages, graphical programming, or advanced design techniques. Emphasizes continued development of problem-solving and programming skills. Prerequisites: CS 185. Fall.

CS 420 E-Commerce Development
Covers e-business development using both conceptual and hands-on orientations. Includes significant web-page construction using PHP, PHP frameworks, Model-View-Controller architecture, server and security implementation and customization, interface and connectivity with backend databases using MYSQL. Prerequisite: CS 280.

CS 430 Principles of Programming Languages
This course guides the student through a comparative study of programming languages, guided by a well-defined set of criteria. It includes an introduction to the fundamentals of programming language design, review of different types of programming languages, formal language theory, theory of computation, and principles/concepts of programming language construction. Prerequisite: CS 265 and CS 280. Spring.

CS 440 Software Engineering Project
Provides the opportunity to apply the principles and skills acquired in earlier courses, and to investigate and design the blueprints for a software engineering project. Software will then be constructed in accordance with its design specifications. Emphasis will be placed on the various activities in the SDLC. Prerequisites: 32 credits in CS preferably including CS 375. Spring.
CS 455 Cryptography & Network Security
Introduction to fundamental concepts and techniques underlying the science and art of cryptography and network security including: symmetric encryption, message digests, public key cryptography, authentication, security protocols on both application and network layers of the Internet, and network operational security techniques. Prerequisite: CS 355. Fall.

CS 460 Data Warehousing and Advanced SQL
SQL database programming for industry on IBM’s DB2 database which is widely utilized in insurance, hospitals, manufacturing, financial services and banking to solve data challenges of management, security, manipulation and presentation. Topics include principles, techniques and approaches to building tables, views and procedures using complex databases and data warehousing tools. Prerequisite: CS 280.

CS 490 Advanced Special Topics
1-4 credits
Advanced topics as determined by changes taking place in the discipline. May be repeated as topics change. Prerequisite: Minimum of 32 credits in CS. Occasionally as needed.

CS 493 Advanced Supervised Field Experience
1-2 credits
Allows students to participate in field experience, combining theory with practice. Prerequisites: 16 credits in CS and permission of instructor. Fall, Spring, Summer.

CS 494 Advanced Cooperative Education
1-4 credits
Sequential work-learning experience for which compensation may be received. Placements are arranged, supervised, and evaluated by full-time faculty. May be repeated for a total of 4 credits. Prerequisites: 16 credits in CS, and permission of instructor. Graded Pass/Fail. Fall, Spring.

CS 495 Artificial Intelligence & Robotics
Introduces the fundamental issues in artificial intelligence (AI). Includes fundamental concepts, problem-solving techniques (including breath-first search, depth-first search, heuristic search, greedy best-first search, hill-climbing search, A star search), and a project-oriented coverage of robotics that requires each student to design and program a robot. Prerequisite: CS 280. Spring.

CS 496 Games Programming
Guides students through fundamental topics in the design and construction of computer games. Course includes game architecture, game design issues, requisite data structures and algorithms, and programming issues. Programming will be done in Java and C++/C#. Prior knowledge of C++ and successful completion of MATH 151 are highly recommended. Prerequisites: CS 280, MATH 151 highly recommended. Spring.

CS 498 Independent Study
1-4 credits
Individual research into selected topics in computer studies under the direction of a faculty member. Prerequisites: 16 credits in CS and consent of the instructor who will supervise the independent study. May be repeated to a total of 4 credits. A maximum of 4 credits may be applied to the upper-level (300- and 400-level) CS elective requirement. Occasionally as needed.

Criminal Justice Studies

CJS 101 Introduction to Criminal Justice Studies
An overview of the criminal justice system as it currently operates in its three major components: police, courts, and corrections. A broad-based interdisciplinary perspective is employed to introduce students to the process of criminal justice in the United States. Fall, Spring.
CJS 201 Corrections
An overview of the correctional process with an emphasis on the social, political, and economic influences upon this process. Topics to be examined include the impact of race, class, and gender on the correctional system; the uses and effectiveness of institutional placements; and intermediate sanctions and community-based programming. Fall.

CJS 240 Criminology
An overview of the field of criminology. The areas considered range from the definitions, origins, and extent of crime and law, to causal theories of criminal behavior, to types of crimes and victims. Particularly stressed is an analysis of the relationship between law and society and social structure to crime. Prerequisite: Minimum grade of "B" in CJS 101, or permission of instructor. Fall, Spring.

CJS 250 Homeland Security
Principles and practices associated with the emerging discipline of homeland security. Policies, directives, national plans, and legislation that shape and define the ongoing evolution of homeland security. Key issues including civil liberties and diversity. Relationship to public safety, private security, and national security. Fall

CJS 290 Topics in Criminal Justice
1-4 credits
Selected topics in Criminal Justice Studies. May be repeated as topics change; however, only a maximum of 4 credits can be used to satisfy the depth requirements of the CJS minor. Prerequisites: Prerequisites vary as topics change. See course listings for details. Occasionally.

CJS 310 Perspectives on U.S. Policing
Introduces students to the evolution and state of police work as practiced in the U.S. It will include an examination and discussion of the role of the police in a changing society; police socialization, behavior and discretion; institutional organization, routine and specialized operations. Prerequisite: CJS 240. Fall/Spring.

CJS 320 Case Studies in Violence
This course focuses on the various types of violence in our society including family violence, sexual violence, workplace violence, and so called "random actor" violence. Through readings and discussion, participants will examine the causes, key identifiers, consequences, and costs of violence. Prerequisite: CJS 240. Fall.

CJS 330 Criminal Law and Procedure
This course is a study of the fundamentals of criminal law and criminal procedure. The principles that regulate the balance between the power of our government and the rights of individual citizens will be discussed. Prerequisite: Minimum grade of "B" in CJS 240, or permission of instructor. Fall.

CJS 332 Forensic Anthropology
This course is designed to provide an introduction to the discipline of forensic anthropology. It will cover the basic information and methods necessary to recognize, collect, identify, and process skeletonized human remains. Crosslisted with ANTH 332. Prerequisite: ISANTH 111 or CJS 240. Spring.

CJS 340 Gender and the Law
Examines the myriad ways law and policy affects our lives, from hiring practices to the creation and dissolution of family, from crime to sports and education through the lenses of legal theories that promise the most fair creation and application of law. This course is crosslisted with WGS 340. Prerequisite: CJS 240. Spring.

CJS 342 Advanced Criminology
This course examines the intersection of criminological theory, public policies on crime, and political ideology. A number of important crime control policies are analyzed. Students will examine the political philosophy and theoretical ideas which underlie these policies, the research evidence on their effectiveness, and their political implications. Prerequisite: Minimum grade of "B" in CJS 240, or permission of the instructor. Fall, Spring.
CJS 352 Sociology of Deviance

This course examines the processes involved in labeling behaviors and people as "deviant" within society. We will explore theories of why individuals engage in deviance as well as those discussing societal reactions to deviance. We will also explore popular forms of deviance in American culture through a theoretical lens. Cross listed with SOC 352. Prerequisites: CJS 240 or ISSOC 125 -Introduction to Sociology, or permission of instructor. Fall.

CJS 365 Juvenile Delinquency

This seminar focuses on the study of cultural influences defining the juvenile justice system. The structure of the juvenile court, choices for intervention, methods for measuring juvenile crime, and comparisons between juvenile and the adult justice systems are discussed. Prerequisite: CJS 240 or permission of instructor. Spring.

CJS 372 Criminal Justice Administration

The purpose of this course is to provide an introduction to the principles of public administration and related management techniques as they are applied to the operation of the various subsets of the criminal justice system. Prerequisite: CJS 240 or permission of instructor. Spring.

CJS 390 Studies in Criminal Justice

Studies in Criminal Justice. See course listings for details. Prerequisite: CJS 240. Occasionally.

CJS 461 White-Collar Crime

This seminar focuses on occupational, corporate, and government crime viewed using a sociological lens. This course will explore the causes, consequences, and criminal justice system response to white-collar crime. Prerequisite: CJS 342 or SOC 305 or permission of instructor. Occasionally.

CJS 463 Law and Society

This seminar examines the justice system with reference to substantive and procedural laws, criminal and civil laws, and regulatory laws. We will also discuss the interrelationship among law and other social institutions and practices, including culture, politics, social inequality, and public policy issues concerning law enforcement and justice. Prerequisite: CJS 342 or SOC 305 or permission of instructor. Occasionally.

CJS 465 Terrorism

Offers historical perspectives of the current terrorist threat and challenges with a review of major terrorist groups and their strategies, tactics and targets. Limits on military and civil authority, jurisdictional issues, federal law enforcement and intelligence, anti- and counter-terrorist operations and operational techniques, and future trends will be discussed. Prerequisite: CJS 342, or SOC 305 or permission of instructor. Occasionally.

CJS 467 Human Behavior and the Legal System

Human behavior is shaped and limited by the laws that human society develops. An understanding of the effects of individual behavior on the legal system and the consequence of the existence of a legal system for individual behavior is central to the understanding of human behavior. This course is crosslisted with PSYC 467. Prerequisite: CJS 342 or PSYC 221 or permission of instructor. Occasionally.

CJS 469 The Sociology of Punishment

This seminar discusses sociological perspectives on crime control and punishment. We will look at the historical development of the institutions and practices of punishment, as well as contemporary reforms and changes in the criminal justice system. Prerequisite: CJS 342 or SOC 305 or permission of instructor. Occasionally.

CJS 471 Women and Crime

Specifically concerns women and crime, a subfield within criminology. In addition to evaluating traditionally androcentric approaches to explaining criminality, we will also explore other intersections of women with criminal justice, including women as offenders, victims, and workers in criminal justice fields. Prerequisites: CJS 342 or SOC 305 or permission of instructor. Occasionally.
CJS 473 Race and Crime in the Media
This course examines the relationship between crime, race, and the media, with a focus on media representations of race in the criminal justice system. We will explore current issues, highly publicized cases, and depictions of victims, offenders, and police as they are presented in film, television, news media, and print. Prerequisites: CJS 342 or SOC 305 or permission of instructor. Occasionally.

CJS 490 Advanced Topics in Criminal Justice Studies
Advanced studies in criminal justice. See course listings for details. Prerequisite: CJS 342 or permission of instructor. Occasionally.

CJS 494 Cooperative Education
Introductory work-learning experience related to career interests. Students must apply to the CJS program before placement can occur; see your advisor for details. This experience is supervised, approved, and evaluated by full-time faculty. Elective CJS credit only (normally 120 hours for 4 credits) to maximum of 4 credits per degree program. Prerequisite: Permission of instructor and junior/senior status. Graded Pass/Fail. Fall/Spring.

Economics

ECON 103 Introduction to Microeconomics
An introductory course on how individual consumers and firms make decisions in line with their economic objectives. We analyze the workings of supply and demand in the determination of price, resource allocation, income distribution, and economic efficiency. Fall, Spring.

ISECON 104 Introduction to Macroeconomics
An introduction to macroeconomic terminology, concepts, and theories using historical context, quantitative tools, graphical analysis, and macroeconomic models. Course concepts are examined in a social and/or political context as appropriate. Fall, Spring.

ECON 203 Intermediate Microeconomics
This course focuses on a rational choice model as the underlying framework for behavior of consumers and firms and their interactions in various market structures. Examination of models requires extensive use of mathematical and graphical analysis. The effects of government policies, market power, and externalities on market efficiency are among the topics. Prerequisites: ECON 103. Fall, Spring.

ECON 204 Intermediate Macroeconomics
Examines macroeconomic concepts and theories using historical context, quantitative tools, graphical analysis, and macroeconomic models. Critically explores competing schools of macroeconomic thought and their relative effectiveness at explaining macroeconomic phenomena. Culminates in construction and manipulation of the Mundell-Fleming open-economy model. Prerequisites: ISECON 104. Fall, Spring.

ECON 290 Special Topics
Economics survey course for nonmajors. Includes topics not covered in other listed courses, including current and historical economic issues. This course may not be used to satisfy requirements for the minor in Economics. May be repeated as topics change.

ECON 298 Independent Study
1-8 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

IIECON 310 Game Theory
An introduction to game theory and strategic interactions with cases drawn from economics, business, politics, sociology, psychology, international studies, and sports. Topics include prisoner's dilemma, Nash equilibrium, backward induction,
signaling, mixed strategies, cooperative and noncooperative games, bargaining, conventions, “the tragedy of commons,” evolutionary game theory, and behavioral critiques of rationality. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.

IIECON 320 Gender & Economic Development in a Globalizing World
This interdisciplinary course aims to provide an overview of the processes, politics and policies of economic development through a gender lens. The course examines the impacts of economic development policy on men and women and on gender relations in Africa, Asia and Latin America, in the context of a globalizing world economy. The course draws from the fields of economics, international relations and women's studies. Prerequisites: 24 credits in ISP including ITW 101 and QL. Fall or Spring, alternate years.

ECON 325 Economics of Discrimination
Uses economic models to explore topics such as growing wage inequality, changing demand for children, occupational segregation by gender, economic assumptions behind affirmative action, and demand and supply of immigrant labor. Prerequisite: ECON 103 or ISECON 104. Fall.

IIECON 330 De/Reindustrialization: Keene in the Global Economy
How did Keene, NH, retain capital goods manufacturing from 1970 – 2015, a period known nationally for deindustrialization? This multidisciplinary course joins economic theory with American studies, industrial science, and corporate finance by immersing students into the local economy. Students conduct an interview, visit plant, and present to community. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

ECON 340 Environmental Economics
Detailed evaluation of policy alternatives for environmental protection with regard to other economic goals. Prerequisite: ECON 103 or ISECON 104. Fall.

ECON 355 American Property Rights Traditions
Contrasts property rights of New England with those in the Spanish Borderlands and the pre-civil war South. Spanish corporate law probed to explain why Native American communities retained land in the Spanish Borderlands, while tending to lose land in New England. Prerequisites: ECON 103 or ISECON 104. Spring, odd years.

ECON 360 History of Economic Thought
A survey course examining the social and historical contexts in which competing visions of the organization of economic life emerged. We will explore the evolution of Classical, Neoclassical, Marxist, and Keynesian perspectives through primary source readings, secondary literature, lectures, and in-class discussion. Prerequisites: ECON 103 and ISECON 104, or permission of instructor. Fall, Spring.

ECON 370 Financial Economics
This course focuses on investment analysis and asset pricing, with the aim of conveying the practical applications of investment theory. Topics covered include: present value analysis and discounting, diversification, tradeoff between risk and return, efficiency market hypothesis, pricing of stocks and bonds, capital asset pricing model and arbitrage theory. Prerequisite: ECON 103, MATH 141, or permission of instructor

IIECON 380 Modern Middle East
This interdisciplinary course provides a broad but detailed overview of the Middle East region with a focus on patterns of economic and social transformation during the last century. The course material draws from the fields of Political Science, Sociology, History, Economics, and Women's and Gender Studies. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

ECON 397 Economics Internship
A supervised experience offering the opportunity to apply economic theory and quantitative methods in an on-the-job setting. May be repeated up to 8 credits; a maximum of 4 credits may be used towards required ECON major electives. Graded pass/fail. Prerequisites: Junior standing and permission of instructor. Fall, Spring.
ECON 410 Money and Banking
A survey of direct and indirect finance, the determination of interest rates, asymmetric information, financial crises, and monetary policy. The course integrates economic theory and historical context into an exploration of the economics of money and banking. Competing schools of thought are considered as appropriate. Prerequisites: ECON 203 or ECON 204. Fall.

ECON 420 Econometrics
The theory of economic model building, both determinate and stochastic, together with the essential analytical methods. Where possible, these models are used to analyze current real-world economic conditions. Prerequisites: ECON 203 or ECON 204, and MATH 175 or MGT 202 or MATH 141 or PSYC 251. Fall.

ECON 440 Industrial Organization
Addresses questions of imperfect competition, the effect of market structure on behavior of firms, concentration and monopoly power, cartel formation, anti-competitive practices, and anti-trust issues. The course utilizes 'structure-conduct-performance' method in combination with institutional and historical approaches, focusing on case studies from various industries. Prerequisite: ECON 203. Spring, odd years.

ECON 455 Topics in Economic History
An introduction to the subject matter and methodology of economic history. Topics may include the development of the U.S. economy, the British Industrial Revolution, or Latin American economic history. Prerequisites: ECON 103, ISECON 104, and either ECON 203 or ECON 204. Occasionally.

ECON 460 Development Economics
Addresses the complex nature of economic development, critically evaluates available theories of development and underdevelopment, and considers the scope and limits of economic policies to aid development. Development ethics, import substitution, export orientation, impact of trade liberalization, demographics and gender are among the topics covered. Prerequisites: ECON 203 or ECON 204. Occasionally.

ECON 461 Economics of Public Policy
Application of economic tools of analysis to public policy topics. Topics may include wage policy, health care, entitlement reform, fiscal policy, and other timely public policy issues. Students will each produce a scholarly product. Prerequisites: ECON 203 or ECON 204. Spring.

ECON 470 International Trade and Finance
Applies advanced economic theory to global trade and finance through theories of comparative advantage, balance of payments accounts, fixed and flexible exchange rates, and currency crises. Prerequisite: ECON 203 or ECON 204. Spring, even years.

ECON 490 Advanced Special Topics
Topics not covered in other listed courses; for example, current and historical economic issues, student group research projects, and student and faculty initiated topics. Prerequisite: ECON 103, ISECON 104, and either ECON 203 or ECON 204.

ECON 491 Research Project
A term project, scheduled for fall semester of senior year, involving original research of a subject approved by the Economics faculty. Prerequisites: ECON 203 and ECON 204. Fall.

ECON 498 Independent Study
1-8 credits
Individual research on selected topics in economics under direction of a faculty member. Prerequisite: ECON 103, ISECON 104 and either ECON 203 or ECON 204, and permission of instructor. May be repeated for a total of 8 credits.
Education

EDUC 100 Issues in Education
2 credits
Contemporary and historical analysis of public education. Orientation to the teaching profession as a career choice through personal reflection, professional readings, and field experience. Introduction to professional standards through electronic portfolio development. Fall, Spring, Summer.

EDUC 111 Issues in Early Childhood
Introduction to the field of early childhood education including analysis of professionalism, ethics, historical trends, and current models. Orientation to the early care and education profession through professional readings, classroom observation, introduction to state/national standards, personal reflection. Active class participation required. Fall.

EDUC 121 Issues in Elementary Education
Introduction to the history of education and the role of the teacher; exploration of multiple perspectives on learning and teaching. Preparation for the dispositional and academic expectations for future educators. Fall, Spring.

EDUC 131 Issues in Secondary Education
2 credits
What does it mean to be a middle or high school teacher? Students will answer that question and explore the qualities and skills needed to be successful in this profession. Historic milestones in the US Educational system will be examined. Students will also reflect on the development of the adolescent. Fall, Spring.

EDUC 200 Social Contexts of Education
Critical analysis of educational systems within cultural, social, political, and economic contexts. Major issues in education are addressed through a variety of perspectives, including practices for democratizing classrooms and schools, teaching for social justice and equity in a diverse society, multicultural education, and school reform. Prerequisite: C or higher in EDUC 100, 2.5 overall GPA. Fall, Spring, Summer.

EDSP 202 Development, Exceptionality, and Learning
Exploration of typical and atypical development of the whole child (cognitive, language, physical, social, and emotional) through examination of developmental and learning theories; special education law and process; impact of disabilities on child, family, and learning; collaborative approaches to support the individual needs of each student. Prerequisite: C or higher in EDUC 111 or EDUC 121. 2.75 overall GPA. Fall, Spring.

EDUC 203 Introduction to Meditation
1 credit
Students will experience the basic forms of mindfulness meditation - awareness of breath, body, sounds, thoughts, and feelings - mindfulness while doing yoga, and loving-kindness meditation. Students will experience various informal practices: mindfulness while eating, walking, and conversing, and doing routine activities. A focus on reducing stress is interwoven into the course. Pass/Fail. Cross-listed as PH 203.

EDUC 204 The Psychology of Mindfulness Meditation
1 credit
Students will explore the psychological underpinnings of mindfulness meditation and research support for meditation. Each student will do a major project. Pass/No Pass. Prerequisite: EDUC 203 or PH 203. Cross listed as PH 204.

EDUC 205 Literacy in Diverse Classrooms
Introduction to teaching and learning strategies for literacy instruction: writing, speaking, listening, viewing, and reading (phonemic awareness, phonological awareness, vocabulary, fluency, and comprehension). Development of skills to differentiate and modify instruction and accommodate the developmental needs and challenges of diverse learners. Prerequisite: C or higher in EDUC 111 or EDUC 121. 2.75 overall GPA. Fall, Spring.
EDUC 211 Infants, Toddlers, Families
In-depth exploration of the development of infants and toddlers within the context of their families. Focus on developmentally appropriate practices using NAEC initial licensure standards and DEC's Recommended Practices. Emphasis on respectful and responsive care of each child. Field observations in early intervention and early care and education settings.
Prerequisites: C or higher in EDUC 111 and EDSP 202, or permission of instructor. Overall GPA of 2.75. Spring.

EDUC 231 Curriculum for A Diverse World
An introduction to the scope and sequence of secondary education curricula. Development of an interdisciplinary unit based on state and national standards. Course will focus on theories of learning, differentiated instruction, and assessment strategies to meet the needs of diverse learners. Prerequisite: C or higher in EDUC 131, 2.75 overall grade point average. Fall, Spring.

EDSP 250 Context for Special Education
Historical perspectives, trends, impact of legislation, and school contexts on the evolving and changing field of special education; learning theory, styles, and differences - including language psychological processing; and underlying principles of curriculum accommodations and modifications. Prerequisite: EDSP 202 or EDUC 231.

EDSP 290 Topics in Special Education
1-4 credits
Study of a selected topic in special education. May be repeated as topics change. Prerequisite: Permission of instructor. Occasionally.

EDUC 290 Special Topics in Education
1-4 credits
Study of a selected topic in education. May be repeated as topics change. Prerequisite: Permission of instructor. Occasionally.

EDSP 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

EDUC 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

IIEDUC 306 Women and Education
An exploration of schooling and its relationship to culture and society, focusing on women's role in education as both students and educators. Uses a historical, sociological, and feminist lens in examination of women's struggle for equality in education, with parallels drawn to struggles of other subjects of marginalization. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IIEDUC 307 Adolescent Literature and Identity
Young adult novels often describe teenage characters as they explore their own changing identities. These novels also provide prospective teachers with insight into adolescents. In this interdisciplinary exploration of literature and education, students will analyze how these novels relate to adolescent development and can help teachers understand their future students. Prerequisites: 24 credits in ISP including ITW 101 and QL. Annually.

IIEDUC 310 Student Empowerment and Activism
This interdisciplinary course traces roots and growth of student activism on local and national levels. It examines youth empowerment within the United States since 1960 using the disciplines of History and Political Science. Emphasis given to addressing how student activism in previous decades compares to 21st-century American student activism. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.
EDUC 311 Early Childhood Methods I: Infant/Toddler/Preschool
8 credits
Study of developmentally appropriate practices using NAECYC standards. Emphasizes curriculum development, diversity, antibias approaches, environmental design, child guidance, observation, assessment, family centered practice, health, safety, and the development of a professional role in childcare settings. Field experience in an infant, a toddler, or preschool classroom at KSC Child Development Center. Prerequisites: Admission to Educator Preparation, EDUC 200 and EDSP 202, and MATH 171, Junior standing. Fall, Spring.

EDUC 312 Early Childhood Methods II: Primary Grades (K-3)
8 credits
Study of developmentally appropriate practices using NAECYC standards. Emphasizes curriculum development in math, science, language arts, and social studies; classroom design; child guidance; assessment; family involvement; health and safety; and the development of a professional role in the public school-early childhood classroom. Field experience in a public school, primary grades classroom. Prerequisites: EDUC 311, Junior standing. Fall, Spring.

EDUC 314 EC Practicum 1: Curriculum
8 credits
Developmentally appropriate practices using NAECYC initial licensure standards. Emergent curriculum, diversity, anti-bias approaches, environmental design, child guidance, observation, assessment, family-centered practice, health, safety, and development of professional role in inclusive early childhood settings. Field experience; infant, toddler, or preschool classrooms at KSC CDC or other early care and education centers. Prerequisite: Overall GPA 2.75; C or higher in EDUC 211; Admitted into the Early Childhood Development Program. Fall, Spring.

EDUC 315 EC Practicum 2: Observation, Assessment, & Intervention
8 credits
Focus on respectful and ethical observation, assessment, and intervention strategies to support young children in natural environments aligned with NAECYC Professional Preparation Standards and DEC's Recommended Practices. Field experiences in inclusive early childhood settings. Prerequisite: Overall GPA 2.75; C or better in EDUC 314. Fall, Spring.

EDUC 321 Elementary Methods I: Integrating Literacy and Social Studies
8 credits
Integration of theoretical and practical approaches to literacy and social studies instruction in grades K-6. Application of curriculum development (lesson planning and cross-curricular integration), literacy instruction and assessment, children's literature, pedagogical practices and arts integration through extended field experiences. Prerequisites: Admission to Educator Preparation; C or better in EDUC 205 and EDSP 202; 2.75 overall GPA. Fall, Spring.

EDUC 322 Elementary Methods II: Integrating Math, Science, and Literacy
8 credits
Practical approaches to developing scientific, engineering, and mathematical knowledge and practices for K-6 students. Application of lesson and unit planning through extended supervised field experience with emphasis on performance assessments and student learning outcomes. Classroom management skills and differentiated instruction are applied in the K-6 classroom. Prerequisite: C or better in both EDUC 321 and MATH 172, successful completion of Disposition Review. Fall, Spring.

EDUC 331 Secondary Methods I
An introduction to secondary methods of instruction, including designing lesson plans, understanding middle and high school philosophies, and writing standards-based objectives or outcomes. Includes a minimum of 20 hours of fieldwork. Prerequisites: C or higher in all EDUC/EDSP courses, EDUC 231 and admission to Educator Preparation. Fall.

EDUC 332 Secondary Classroom Management
2 credits
An examination of techniques for positive classroom management, tools for intervention, and strategies for creating a positive classroom environment. Legal issues and responsibilities will be discussed. Includes classroom observation. Prerequisite: C or higher in all EDUC/EDSP courses, EDUC 231 and admission to Educator Preparation. Fall, Spring.
EDSP 333 Secondary Spec Ed & Management
Examine the roles and responsibilities of the secondary content teacher in the context of special education and positive classroom management. Focus is on inclusive teaching practices, tools for intervention, social and academic supports, strategies for collaboration, and current issues in education. Prerequisite: C or higher in all EDUC courses, EDUC 231, and admission to Educator Preparation. Fall, Spring.

EDUC 400 Student Teaching
12 credits
Full-time placement in educational setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Educator Preparation Office. Fall, Spring.

EDUC 405 Student Teaching
6 credits
Full-time placement in educational setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Prerequisite: Permission of Educator Preparation Office. Graded Pass/Fail. Fall, Spring.

EDUC 410 Early Childhood Student Teaching Seminar
2 credits
Seminar taken during student teaching focuses on current social, legal, and ethical issues affecting early childhood education. Includes reflection on professional identity and culminating portfolio development. Corequisite: Student teaching. Fall, Spring.

EDUC 412 Early Childhood Administration & Leadership
Seminar focuses on responsibilities and skills needed for leadership and administration of early childhood programs. Includes legal and financial issues, health and safety concerns, understanding of cultural and family diversity, licensing and accreditation standards. Components of healthy organizations and leadership qualities will be examined. Interaction with program directors/administrators required. Hybrid course/partially online. Prerequisites: C or better in EDUC 315; Overall 2.75 GPA. Taken concurrently with EDUC 414 (Specialization 1) Fall or Spring; or EDUC 415/EDUC 416 (Specialization 2). Spring.

EDUC 414 Early Childhood Classroom Teaching (B-5)
12 credits
Full-time placement in educational setting appropriate to early childhood field. Supervision provided by college supervisor and field-based professional to support mastery of knowledge, skills, dispositions required for success in the field. Graded Pass/Fail. Taken concurrently with EDUC 412. Prerequisites: C or better in EDUC 315; Overall 2.75 GPA; Permission of instructor. Fall, Spring.

EDUC 415 Early Childhood Practicum 3: Primary Grades (K-3)
6 credits
Study of developmentally appropriate practices using NAECY standards. Emphasizes curriculum development in math, science, language arts, and social studies; classroom design; child guidance; assessment; family involvement; health and safety; and the development of a professional role in the public school-early childhood classroom. Field experience in a public school, primary grades classroom. Taken concurrently with EDUC 412 and EDUC 416. Prerequisites: C or better in EDUC 315, MATH 171, EDUC 205; GPA 2.75 overall. Admission to and permission of Educator Preparation Office. Spring.

EDUC 416 Early Childhood Student Teaching: Primary Grades (K-3)
6 credits
Full-time placement in Primary Grades public school setting. Supervision provided by college supervisor and field-based professionals to meet national professional standards and support mastery of knowledge, skills, dispositions required for NH teacher certification in Early Childhood (Birth through age 8/grade 3). Graded Pass/Fail. Taken concurrent with EDUC 412 and EDUC 415. Prerequisites: C or better in EDUC 315, MATH 171, EDUC 205. GPA 2.75 overall. Admission to and permission of Educator Preparation Office. Spring.
EDUC 420 Elementary Student Teaching Seminar

2 credits
Seminar taken concurrently with student teaching, focuses on the development of teacher candidates' professional identities, as they meet all of the requirements of their field placements. Teacher candidates engage in collaborative problem solving and self-reflection while exploring topics including classroom management, school law, and pedagogical approaches. Prerequisites: EDUC 321 and EDUC 322; taken concurrently with EDUC 400. Fall, Spring.

EDUC 431 Secondary Methods II
Advanced secondary methods of instruction including standards-based unit plans, current issues, and reflective professional practice. Includes a minimum of 30 hours of fieldwork. Prerequisite: C or higher in all EDUC/EDSP courses, EDUC 331. Fall.

EDUC 432 Educational Theories/Trends
Capstone course for secondary education majors in which they will engage in a professional discourse community and develop critical thinking skills through analysis of historic and contemporary theories and trends in education. Prerequisite: C or higher in all EDUC/EDSP courses, EDUC 331. Fall, Spring.

EDSP 490 Advanced Special Topics

1-4 credits
Study of a selected topic in special education at an advanced level. May be repeated as topics change. Prerequisite: Permission of instructor. Occasionally.

EDUC 490 Advanced Special Topics in Education

1-4 credits
Study of a selected topic in education at an advanced level. May be repeated as topics change. Prerequisite: Permission of instructor. Occasionally.

EDSP 495 Seminar

1-4 credits
Group study of the problems in educating exceptional children and the techniques and procedures by which comprehensive educational care can be provided. Research related to the development of Special Education programs. Fall, Spring, Summer.

EDUC 495 Seminar

1-4 credits
Group study of topics in selected area of education. Elective credit only. Prerequisites: Senior status and permission of instructor. Fall, Spring.

EDSP 498 Independent Study

1-4 credits
Intensive study of an educational problem encountered in a school or community. May be repeated for a total of 8 credits. Fall, Spring, Summer.

EDUC 498 Independent Study

1-4 credits
Intensive study of an educational problem encountered in a school or community. May be repeated to a total of 8 credits. Prerequisite: Permission of instructor. Fall, Spring.

EDUC 595 Seminar

1-4 credits
Group study of topics in selected area of education. Elective credit only. Prerequisite: Graduate students or seniors with permission of divisional dean. Fall, Spring.
English

IHENG 191 Readings in Literature
An introduction to topics in literary studies for non-majors. Fall.

IHENG 195 The World, the Text, and the Reader
An introduction to the literary arts of reading and writing, with an emphasis on discussing particular themes, topics, or texts. Fall, Spring.

ENG 201 Writing with Style
Intensive practice in using grammar, punctuation, voice, and syntax for rhetorical and aesthetic effect. Students will learn how to identify and correct errors and to apply new techniques to their own writing. Prerequisite: ITW 101. Spring.

IAENG 202 Creative Nonfiction Writing
Introduction to the basic strategies and techniques of writing creative nonfiction. Extensive writing and reading of creative nonfiction will be discussed in class. Opportunity to develop creative and critical writing skills through assignments and independent work. Fall, Spring.

ENG 203 Women's Writing
Writing about current political and feminist issues and how they impact all women; reading, writing, and research will explore the connections between the political and the personal. Prerequisite: ITW 101. Fall.

IAENG 204 Creative Writing
Introduction to the basic strategies and techniques of writing fiction and verse. Assigned exercises, accompanied by readings, are discussed in class. Opportunity to develop creative and critical skills through assignments and independent work. Fall, Spring.

ENG 208 Topics in Writing
Selected topics in specific areas of creative, nonfiction, professional, or other modes of writing. May be repeated once as topics change. Prerequisite: ITW 101. Annually.

ENG 215 Literary Analysis
An introduction to the major in English, the course concentrates on refining critical reading abilities through intensive writing. Students will learn to ask questions about literary texts - their authorship, historical contexts, genres, construction, and the reasons for their complexity. Prerequisite: ITW 101. All English majors must take ENG 215 before completing 9 credits in English. Fall, Spring.

IHENG 220 Readings in British Literature
Examines a particular period or literary movement, works of a particular author or group of authors from the British Isles, or a recurring theme in fiction or other literary forms. Prerequisite: ITW 101. Fall, Spring.

IHENG 240 Readings in American Literature
An introduction to significant writers of the United States and their work, which may include fiction, drama, poetry, and nonfiction prose. May explore a particular theme, period, genre, or group of writers. Prerequisite: ITW 101. Fall, Spring.

IHENG 245 Readings in African American Literature and Culture
An interdisciplinary introduction to African American literature and culture, which considers oral, written, and performed texts by African American cultural practitioners. Literary texts from 18th-, 19th-, and 20th-centuries. African American writers will be read in conversation with critical musical, political, and theoretical works. Prerequisite: ITW 101. Fall.

IHENG 250 Readings in Continental Literature
Examines 18th- to 21st-century European literature in historical and cultural contexts. Prerequisite: ITW 101. Annually.
IHENG 251 Literature of the Holocaust
Examines the culture of European Jews before the Holocaust and literature that reflects the destruction of that culture in World War II. Includes texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, Imre Kertesz, and Jurek Becker. Prerequisite: ITW 101. Cross-listed as IHHGS 251. Spring.

IHENG 260 Readings in World Literature
Reading and discussion of selected literary texts from the ancient to the modern world. Course will investigate literary production and reception in relation to historical, social, religious, economic, biographical, or textual contexts. May be repeated once as topics change. Prerequisite: ITW 101.

IIENG 270 Literature and the Environment
This interdisciplinary course introduces students to the traditions of environmental literature. Students will learn to think across the humanities, arts, and sciences. May explore a particular group of writers, genre, historical period, or bioregion. May be repeated once as topics change. Prerequisite: ITW 101. Annually.

ENG 280 Cultural Studies
Interdisciplinary study of texts and contexts. Texts examined may be selected from a number of fields. Topics may focus on popular culture, a cultural concept, a subculture, region, or period. May be repeated once as topics change. Prerequisite: ITW 101. Annually.

IHENG 286 Children's Literature
Reading and discussion of representative texts and illustrations from the genres of children's literature, such as folklore, fantasy, contemporary realistic fiction, historical fiction, biography, poetry, and information books. Prerequisite: ITW 101. Fall, Spring.

ENG 290 Topics
Selected topics in literature. May be repeated as topics change. Prerequisite: ITW 101. Annually.

ENG 298 Independent Study
1-4 credits
Reading/writing in a selected area of English with a faculty member. Must be 4 credits to count as one of the two 200-level courses required for the English major. Prerequisite: ITW 101 and permission of instructor.

ENG 301 Fiction Workshop
Discussion and evaluation of original manuscripts combined with reading and discussion of the theory of fiction. Prerequisites: ITW 101 and one 200-level English course. Spring.

ENG 302 Poetry Workshop
Class discussion of original student work combined with extensive reading in poetry and poetics. Analysis of major theories, technical innovations, and innovators. Prerequisites: ITW 101 and one 200-level English course. Fall.

ENG 303 Nonfiction Workshop
Nonfiction essay writing, focusing on style, rhetorical theory and strategies, and publication. Workshop format. Prerequisites: ITW 101 and one 200-level English course. Fall.

ENG 306 Autobiography Workshop
Writing and revising several chapters of an autobiographical manuscript combined with extensive reading of published autobiographies. Prerequisites: ITW 101 and one 200-level English course. Spring.

ENG 307 Writing in the World
Drawing on the field of professional writing, this course focuses on analyzing and generating writing in workplace and local community contexts. Through discussion, collaborative writing, and a service-learning project, students will explore the importance of communicating clearly and ethically and will design, develop, and present professional documents for specific audiences. Prerequisites: ITW 101 and one 200-level English course. Spring, odd years.
ENG 308 Advanced Topics in Writing
Intensive study of writing techniques and applications in specialized areas of creative, nonfiction, or professional writing, as well as writing that does not easily fit into these categories. May be repeated once as topics change. Prerequisites: ITW 101 and one 200-level English course. Annually.

ENG 312 Descriptive Grammar
Examination of English grammar and theory, including traditional, transformational-generative, and case grammar. Collateral readings will focus on applied linguistics and American dialects. Students develop skills for teaching grammar through written/oral exercises. Required for secondary English teacher certification. Open only to junior and senior English majors or by permission of instructor. Prerequisites: ITW 101 and one 200-level English course. Fall.

ENG 315 Literary Form and History
A study of literary form and history through readings and theoretical investigations of a single genre, such as poetry, fiction, drama, or the essay. Prerequisites: ITW 101 and ENG 215. Fall, Spring.

ENG 321 English Literature: Beginnings to 18th Century
Survey of English literature from Anglo-Saxon times to the Enlightenment. Attention to historical and intellectual contexts, as well as development of the English language. Study of various genres: epic, lyric, drama, romance, and prose. Prerequisites: ITW 101 and one 200-level English course. Fall.

ENG 323 Medieval Literature
Advanced survey of medieval literature focusing particularly, but not exclusively, on the development of literary genres and themes in the British Isles. All texts will be read in translation. Prerequisites: ITW 101 and one 200-level English course. Fall.

ENG 324 Chaucer
A close study of Geoffrey Chaucer's The Canterbury Tales, with special attention to the connection between pilgrims and tales. We will read all tales in the original Middle English. Prerequisites: ITW 101 and one 200-level English course. Spring.

ENG 326 English Renaissance Literature
Intensive study of the drama, poetry, and prose of the English Renaissance. Special attention will be paid to a particular social or aesthetic dimension of these literary texts. Prerequisites: ITW 101 and one 200-level English course. Fall.

ENG 327 Shakespeare: Poetry and Plays
A close study of Shakespeare's poems and drama with special attention to the development of Shakespearean comedy, history, and tragedy. Prerequisites: ITW 101 and one 200-level English course. Spring.

ENG 329 19th-Century English Literature
Writers and works best representing the ideals and controversies of 19th-century England from the Romantic movement to the Victorian era. Readings in such writers as Wordsworth, Shelley, Keats, Tennyson, Browning, Dickens, and others. Prerequisites: ITW 101 and one 200-level English course. Every third year.

ENG 330 Studies in British Literature
Examines a particular author, period, or movement with a focus on the social, intellectual, and literary significance of the works considered. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. Fall.

ENG 341 Early American Literature
Major developments of American literature, culture, and thought from the pre-Columbian period to the 19th century. Emphasis is on American Indian oral literature, European visions, the formation of an Anglo-American literary tradition, the Enlightenment, and the American Revolution. Prerequisites: ITW 101 and one 200-level English course. Fall, alternate years, beginning 2000.

ENG 344 Studies in American Literature
Focuses on a particular theme, period, movement, or genre. Emphasis may be aesthetic, historical, or cultural. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. Every third semester.
ENG 345 Studies in African American Literature
Examines literary traditions of African American cultural practitioners, including relations between oral and literary works, performance and reading, tradition and innovation. Texts by Black writers from the 18th, 19th, and 20th centuries are read in conversation with those from the contemporary moment. Prerequisites: ITW 101 and one 200-level English course. Annually.

ENG 346 Transcendentalism
Explores American Transcendentalism. Intensive reading and discussion of such writers as Emerson, Thoreau, Margaret Fuller, and Whitman. Prerequisites: ITW 101 and one 200-level English course. Alternate years.

ENG 347 American Indian Writers and their Cultures
An interdisciplinary examination of the major novels, essays, and poems of American Indian writers since 1969 in relation to their cultural backgrounds: history, politics, and American Indian film. Students will explore topics such as resistance to colonization, preservation of history in oral traditions, stereotyping, and cultural genocide. Prerequisites: ITW 101 and one 200-level English course. Spring.

ENG 350 Studies in Continental Literature
Intensive study of 18th- to 21st-century European literature with a focus on the social, intellectual, and literary significance of the works considered. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. Alternate years.

ENG 360 Studies in World Literature
Examines texts from the Ancient World: Asia, Africa, and the Pacific. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. Every third spring.

ENG 370 Studies in Literatures of the Americas
Compares literatures such as those of Canada, the United States, and Central and South America. Attention to topics such as the writer's voice, interrogation of traditions, the constructions of literary geography. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. Alternate years.

ENG 381 Women Writers
Emphasis is on the images, forms, contexts that shape women's literary expression and that identify women's lives in cultural, social, political spheres. Prerequisites: ITW 101 and one 200-level English course. Annually.

ENG 390 Studies
Intensive study of selected topics in literature, language, and culture. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. Occasionally.

IHENG 391 Studies in Literature
A course in literary genre and theme for nonmajors. This course will explore the distinctive features of one or more literary genres and themes. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (Not open for credit toward the English major.) Annually.

IHENG 392 The Writer and the World
An in-depth study of a particular author's work. Emphasis is placed on the importance of context (social, historical, economic, cultural). Prerequisite: 24 credits in ISP, including ITW 101 and QL. (Not open for credit toward the English major.) Annually.

ENG 395 Advanced Sequence I
Acquaints students with a particular aspect of the field of English studies and exposes them to primary and secondary texts, as well as historical and cultural contexts. Prepares students for the advanced seminar, ENG 495 Sequence II, which completes the yearlong sequence. Prerequisites: ITW 101, ENG 215, ENG 315, and 60 credits. English majors only. Fall, Spring.

ENG 402 Theory and Practice
This course examines the critical and theoretical contexts of various genres. Readings will include both theory and the genre under discussion. Students are required to write original work in the genre as well as critical and interpretive essays. May be repeated as topics change. Prerequisites: ITW 101, one 200-level English course, and one 300-level English course. Annually.
ENG 405 Writing Portfolio
Independent selection and intensive revision of writing completed for the writing option in the English major or the writing minor. Students will compile a portfolio under the direction of an English faculty member. May be taken concurrently with another writing option or writing minor course. Prerequisites: ITW 101, one 200-level and one 300-level English course, 12 credits completed toward the writing option or writing minor. Fall, Spring.

ENG 415 Literary Criticism and Theory
An examination of various schools of theory and critical practice. Approaches will include consideration of historical development and cultural contexts. Prerequisites: ITW 101, ENG 215, ENG 315, and ENG 490. Spring, Fall.

ENG 490 Advanced Studies
Advanced study of selected topics in literature, language, and culture. May be repeated as topics change. Prerequisites: ITW 101, ENG 215, ENG 315, and one additional 300-level English course. Fall, Spring.

ENG 495 Advanced Sequence II
Builds upon the student's knowledge of the primary texts in ENG 395 Sequence I and involves students in theoretical and critical discussions in the field. Requires writing that incorporates advanced theory. Prerequisites: ITW 101, ENG 215, ENG 315, and ENG 395. Fall, Spring.

ENG 497 Writing/Publishing Internship
This seminar and experiential learning opportunity allows students to gain practical writing/publishing experience in a professional site. Seminar meetings involve discussion of readings on writing/publishing theory/practice, investigations of graduate and professional writing opportunities, and sharing of internship experiences. Students will develop a portfolio showcasing work developed for the internship site. Prerequisites: ITW 101, one 200-level English course, one 300-level English course, and permission of instructor. Annually.

ENG 498 Independent Study
1-8 credits
Advanced reading or writing in a selected area of English with a faculty member. Must be 4 credits to count as one of the three 400-level courses required for the English major. Repeatable for up to 8 credits. Prerequisites: ITW 101, one 200-level and one 300-level English course, and permission of instructor.

English as a Second Language

ESL 101 English as a Second Language
A course for non-native speakers of English focusing on self-assessment and needs analysis. Curriculum is developed according to student needs in writing, reading, vocabulary, grammar, listening, speaking, and pronunciation. May be repeated once for credit. Fall, Spring.

Environmental Studies

IINENST 110 Food, Health, and the Environment
This interdisciplinary course explores the connection between food choices and food production systems and their impact on public health and the environment. Considering social, political, economic, and ethical factors, students will compare different agricultural systems and assess the ecological footprint and sustainability of our daily decisions of what to eat. Fall, Spring.

IINENST 150 Global Environmental Change
Students will gain a basic scientific understanding of the Earth's major physical and biological systems within the context of global environmental issues, and will also explore global environmental change and potential solutions from interdisciplinary economic, ethical, political, and social perspectives. Fall, Spring.
IIENST 151 The Environment of Central New England
Introduces the geology and ecology, the natural and human history, and the social systems and governance structures that shape our regional environment. Explores the concept of place using interdisciplinary approaches, including hands-on field work, to prepare students to become responsible environmental stewards of the places where they live. Fall.

ENST 250 Principles of Sustainability
Students evaluate worldviews and assumptions that brought us to the current crisis in worldwide environmental degradation and social injustice, and examine the more harmonious and sustainable relationship between humans and nature using systems-thinking, critical reflection, writing and contemplative practices. Prerequisites: ITW 101 and either IIENST 150 or IIENST 151. Spring. Fall.

ENST 251 Matter and Energy in the Environment
Introduces fundamental concepts governing the distribution of matter and energy in the Earth systems that determine our environment. Field and laboratory exercises emphasize the basics of sampling and experimental design, hypothesis formation, data analysis, and interpretation. Prerequisites: IIENST 150 or IIENST 151, and IQL 101 or MATH 141. Spring. Fall.

ENST 252 Ecology of A Changing Planet
This integrated lecture-lab course will provide an understanding of biological and ecological principles and relate them to different environmental issues, such as global climate change, conservation of habitats and biodiversity, land use change, and pollution. Field and lab exercises emphasize sampling and experimental design, hypothesis formation, data analysis, and interpretation. Prerequisites: IIENST 150 or IIENST 151 and IQL 101 or MATH 141. Fall.

ENST 253 Environmental Governance
Making environmental decisions is extremely challenging due to the complex interaction of science, politics, associated uncertainties, conflicting individual/social values, and decision urgency. This course provides an overview of the current and emerging processes by which communities, businesses, and governments make decisions relating to environmental governance. Prerequisites: IIENST 150 or IIENST 151 and ITW 101. Spring. Fall.

ENST 290 Special Topics
1-4 credits
Study of selected topics related to Environmental Studies. May be repeated as topics change. Occasionally.

ENST 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 4 credits.

ENST 301 Environmental Research Methods
Students explore methods and skills fundamental to understanding environmental issues. Guided field and laboratory projects emphasize the basic tools of science including observation, questioning, data collection and interpretation. Students learn basic techniques to survey and describe landscapes, biota, soil, water and air. Prerequisites: IIENST 150 or IIENST 151, and INCHEM 103 or INPHYS 141. Fall.

ENST 304 Environmental Law and Regulation
Develops an understanding of the system of laws and regulations that protect the environment, human health, and natural resources. The role of science in the legal/regulatory process will be emphasized, as will federal/state regulatory processes and requirements. Cross-listed as SAFE 304. Prerequisite: ENST 253 or SAFE 302 or permission of instructor. Fall.

ENST 311 Environmental Health
This course will examine the impact of environmental factors on human health. Basic principles of toxicology will be reviewed. Conceptual understanding of chemical, biological, and physical hazards and their associated health effects will be emphasized. Contemporary challenges of environmental health policy-making will be discussed. Prerequisite: ENST 251 or INCHEM 103 or CHEM 112. Spring, alternate years.
ENST 312 Energy Resource Science
Many significant world problems can be attributed to our use of energy. To ensure a livable future, we need to understand energy and be able to effectively evaluate different options, including new energy technologies as well as changes in the way we live our lives. Prerequisites: ENST 250 and ENST 251. Spring, alternate years.

ENST 315 Environmental Geology
Examines the relationships between humans and our geological environment, including resources, hazards, and human impacts. Field methods in obtaining geologic information for resource evaluation and protection, risk reduction, and environmental remediation. Three-hour lecture, three-hour lab. Required field trips. Cross-listed as GEOL 315. Prerequisite: INGEO 151. Fall.

ENST 315 Conservation of Ecological Systems
This course focuses on the practical and theoretical aspects of conservation and restoration biology through lectures, discussions, and student projects. It examines the degradation and loss of biodiversity and ecosystems due to human activity and considers alternatives for avoiding and/or mitigating these impacts. Prerequisite: ENST 252. Spring.

ENST 317 Restoration Ecology
Introduces ecological principles used in restoration and applies those principles to local case studies. By the end of this class, students will be able to: describe the state of this emerging field; describe restoration successes and failures; and provide an ecological analysis of a restoration project. Required field trips. Prerequisites: 44 credits completed, and either ENST 252 or BIO 111. Spring, odd years.

ENST 318 Writing in An Endangered World
This course traces environmentalism as a social movement in relation to the development of environmental writing. Students will consider the relationship between literature and social change, the development of literary strategies in environmental writing, and commentaries on the environmental movement by cultural critics and environmental historians in developing countries. Cross-listed with AMST 363. Prerequisites: IIAMST 250 or ENST 250 or permission of instructor. Fall, odd years.

ENST 319 Environmental Ethics
This course provides an overview of environmental ethics, exploring the ethical basis of our responsibilities for the natural world in the context of environmental thought. Discussions incorporate contemporary environmental perspectives, including animal rights, eco-feminism, deep ecology and environmental justice; and specific issues: wilderness preservation, species conservation, climate change and sustainability. Prerequisite: ENST 250 or ENST 253. Spring.

ENST 321 Farming With Nature in Mind
Through the lens of agroecology, we consider ecological and social conditions that influence the healthy functioning of food production systems and the effect of varying farming methods on the environment. Students will investigate models from the U.S. and around the world and have opportunities for hands-on experimentation in agroecological methods. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

ENST 322 Environmental Advocacy
This course explores how environmental advocates work to implement changes to protect the natural world and the public. Theories of social power and personal empowerment, ethical perspectives, diverse models of mobilization, advocacy roles and tools, and various forms of media will be studied as ways to support an advocacy campaign. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

ENST 323 Rethinking Energy
As fossil fuel energy sources have high environmental impact, we need to understand ways that cleaner, renewable alternatives can be more broadly available. This course develops a basic understanding of the physical laws of energy and explores the connections between energy sources, needs, politics, policies, environmental impact, and sustainability. Prerequisites: 24 credits in ISP, including ITW 101 and QL.

ENST 324 Sustainability for Organizations
As social animals, humans form collective organizations in order to accomplish their goals. These organizations take many forms in the public/private sector, but they all offer opportunities to engage in sustainable practice. This course explores how to
drive sustainability innovation within both new and existing organizations, and associated benefits. Prerequisite: ENST 250 or permission of instructor. Occasional.

**ENST 395 Junior Seminar**

In-depth analysis of environmental research literature and methodologies. Emphasis on proposal writing and oral presentation. Development of a project proposal to be completed in ENST 495. Exploration of postgraduate opportunities. Field trips and field work required. Prerequisite: 76 credits and grade C or higher in ENST 250, ENST 251, ENST 252, and ENST 253. Spring. Fall.

**ENST 404 Risk and the Environment**

Risk decision-making regarding the environment involves multiple stakeholders and is often controversial. This course examines the theory and practice of environmental risk assessment and management, with an emphasis on the social, political, and technical dimensions of risk decision-making. Prerequisite: ENST 253. Spring, alternate years.

**ENST 412 Environmental Geochemistry**

Examination of the principles and mechanisms governing distribution of the chemical elements and their isotopes in natural environments, with application to selected problems and geochemical analysis research projects. Three-hour lecture, three-hour lab. Prerequisites: ENST 251 or INGEOL 151, and INCHEM 103 or CHEM 112. Spring, alternate years.

**ENST 452 Ecosystems and the Environment**

This course focuses on the controls and dynamics of ecosystem function and community structure. A central theme in this course is to apply the concepts learned to human-caused environmental problems such as global climate change, industrial farming, loss of biodiversity, invasion by nonnative species, and acid rain. Prerequisite: ENST 252. Fall.

**ENST 460 Groundwater in the Environment**

Examines the occurrence and movement of groundwater as it relates to the hydrologic cycle, the environment and ecosystems, water resources, and the transport and fate of contaminants. Theoretical and practical aspects. Three-hour lecture, three-hour lab. Field trips may be required. Prerequisite: ENST 251 or INGEOL 151. MATH 151 and INPHYS 141 are desirable but not required. Fall, alternate years.

**ENST 461 Freshwater Science and Management**

This applied interdisciplinary course examines the physical factors that control freshwater aquatic systems. Principles of hydrology, geomorphology, and aquatic ecology will be discussed and applied to issues of aquatic system management and restoration. Labs include indoor and field skill development. Prerequisites: ENST 252 or INGEOL 151 or permission of instructor.

**ENST 481 Future of Energy**

Fossil fuels and climate change are pushing us toward a lower carbon future. We examine the transition underway to renewable energy, conservation, and smart efficiency. We also evaluate the disruptive and positive consequences of the technological, political, economic, and social forces that are driving the changes. Prerequisite: ENST 251, or permission from the instructor. Spring.

**ENST 490 Advanced Special Topics**

*1-4 credits*

Study of selected topics related to environmental studies at an advanced level. May be repeated as topics change. Occasionally.

**ENST 491 Adv Topics in Environmental Science**

Study of selected topics related to environmental science at an advanced level. May be repeated as topics change. Prerequisites: ENST 251 or ENST 252 or permission of instructor. Occasionally.

**ENST 492 Adv Special Topics in Human Dimension**

Study of selected topics related to human dimension of environmental studies at an advanced level. May be repeated as topics change. Prerequisites: ENST 250 or ENST 253 or permission of instructor. Occasionally.
ENST 494 Advanced Cooperative Education
1-6 credits
Sequential work-learning experience for which compensation may be received. Positions arranged by students, with sponsorship, approval, and evaluation by full-time faculty. Elective credit (normally 120 hours per credit) for a total of 12 credits per degree program. Prerequisites: 2.0 cumulative GPA, declaration of major, and permission of instructor. May be repeated for credit. Graded Pass/Fail.

ENST 495 Senior Seminar
In this capstone course, students explore in-depth environmental issues, integrating science and policy aspects. Completing the research project developed in ENST 395, students further enhance their research, critical thinking, and oral and written communication skills. The seminar prepares students for professional careers or postgraduate opportunities. Field trips or field work required. Prerequisites: ENST 395. Fall. Spring.

ENST 498 Independent Study
1-6 credits
Advanced work in various fields of environmental science through individual reading, writing, laboratory work, and/or field investigation. Requires research project and a written report. One-hour conference. May be repeated for a total of 6 credits.

Film Studies

IAFILM 150 Introduction to Digital Video Production
This course provides an introduction to basic filmmaking technique, aesthetics, and skills in digital media management through production of digital video projects. Students gain an understanding of the art of narrative filmmaking through emphasis on story development, cinematography, editing, directing, and sound design. Course participation demands outside-class production time.

IHFILM 190 Myths and Archetypes in Film and Literature
Examines the phenomena of storytelling through film, literature and our own lives by studying the mythical structure and archetypes that have set the template for the stories we read, watch, and tell in our everyday lives. The investigations lead to a final project where students can generate creative work incorporating specific myths and archetypes.

FILM 250 Video Production
Introduction to basic film-making vocabulary, technique, and aesthetics through production of video projects. Students gain skills in film-making through emphasis on idea generation, cinematography, and editing. For Film majors only.

FILM 259 Film Studies Credit
1 credit
With approval of the faculty member concerned, a student may earn credit for film archival work, indexing and repair, or for participation in a faculty-directed film production. May be repeated for credit. By permission only. Graded Pass/Fail. Fall, Spring.

IHFILM 260 Introduction to Film Analysis
This course is designed to equip students with the tools necessary to become critically aware and capable film viewers by introducing elements of film form, processes of textual analysis, a variety of cinematic techniques used in narrative and non-narrative cinema, and other models of critical analysis used in film criticism. Not open to students who have completed FILM 270. Fall, Spring.

IHFILM 261 Introduction to Film History
This course examines the history of narrative film's technical, aesthetic, industrial, and social development within an international context, particularly in relation to wider cultural and political movements. Film screenings and frequent writing assignments are employed to encourage critical skills in terms of cinema aesthetics and cultural criticism. Not open to students who have completed FILM 271. Fall, Spring.
FILM 270 Introduction to Film Analysis
This course is designed to equip students with the tools necessary to become critically aware and capable film viewers by introducing elements of film form, processes of textual analysis, a variety of cinematic techniques used in narrative and non-narrative cinema, and other models of critical analysis used in film criticism. For Film majors and minors only. Not open to students who have completed IHFILM 260. Fall, Spring.

FILM 271 Introduction to Film History
This course examines the history of narrative film's technical, aesthetic, industrial, and social development within an international context, particularly in relation to wider cultural and political movements. Film screenings and frequent writing assignments are employed to encourage critical skills in terms of cinema aesthetics and cultural criticism. For Film majors and minors only. Not open to students who have completed IHFILM 261. Fall, Spring.

FILM 280 Topics in Production I
Exploration of intermediate level film production areas not usually addressed through the regular curriculum. Specific topics and techniques covered vary. Prerequisites: FILM 250. Film majors only. Fall, Spring.

FILM 290 Special Topics
An exploration of areas not covered by the regular curriculum. Content depends on available faculty and resident artists. May be repeated for credit.

FILM 294 Cooperative Education
1-8 credits
Introductory work-learning experience in film and/or video production, distribution, exhibition, or preservation, for which compensation may be received. Positions arranged by students, with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 120 hours per credit) for a total of 12 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail.

FILM 298 Independent Study
1-8 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

IHFILM 310 Women and Cinema
Presenting the works of women film and video makers in the social, economic, and historical contexts of their production and reception, this course develops a critical understanding of women's concerns in a transnational world. Prerequisites: 24 credits in ISP courses, including ITW 101 and QL. Spring.

IHFILM 320 Movements in World Cinema
Addresses major issues in thinking about both national and international cinema in the context of globalization. By examining "global Hollywood" movies and international art cinema as well as transnational film genres, the course explores critical approaches to the intensifying flows of ideas and influences in world film culture. Prerequisites: 24 credits in ISP courses, including ITW 101 and QL. Fall.

IAFILM 330 Screenwriting
This course introduces students to the fundamentals of writing a feature-length film narrative in a proper screenplay form. Class is conducted as a series of workshops in which students study several different types of screenplays, and then do a series of projects that prepares students to write original scripts. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IHFILM 330 Digital Cinema and Media Studies
This course explores how digital technologies and the rise of media conglomerates are blurring boundaries between cinema, television, video, and games. Students critically analyze the aesthetic and cultural impact of new media on moving images. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.
IAFILM 331 Storytelling in Video
This course teaches techniques of video production in relation to developing and creating stories. Students will focus on concepts, aesthetics, and techniques as they produce visual narratives. Course participation demands outside class production time. Not open to Film majors except by permission of instructor. Prerequisites: 24 credits in ISP including ITW 101 and QL. Occasionally.

IAFILM 332 Creative Digital Non-Fiction
This course explores techniques of video production as students investigate and create documentary film. Students will focus on research, techniques, and sequencing as they create documentaries. Course participation demands outside class production time. Not open to Film majors except by permission of instructor. Prerequisites: 24 credits in ISP including ITW 101 and QL. Occasionally.

IHFILM 342 Topics and Genres
Examines a body of narrative and/or non-narrative films related by virtue of style, director(s), country or region of origin, or period from historical and theoretical perspectives. Prerequisites: 24 credits in ISP including ITW 101 and QL, or permission of instructor.

FILM 350 16mm Film Production
This course will introduce students to 16mm analog film stock, Bolex cameras, and post-production. Students gain a better understanding of film making by working within the parameters of 16mm film and non-sync sound. Prerequisite: FILM 250. Film majors only. Fall, Spring.

FILM 351 Sound
In this course, students will gain knowledge in sound recording, editing and mixing, as well as explore the creative potential of sound design in film and video. Students will be introduced to working with microphones, recording equipment, and sound editing software. Prerequisite: FILM 250. Film majors only. Fall, Spring.

FILM 352 Topics in Film Studies
Examines a body of narrative and/or non-narrative films related by virtue of theme, director, country, or period from historical and theoretical perspectives. May be repeated for credit as topics change. Prerequisites: FILM 270 and FILM 271, or permission of instructor. Fall, Spring.

FILM 353 Cinema and Diversity
This course invites students to consider films in their social, economic, and historical contexts of production and reception. By surveying key critical ideas, students will recognize political issues in filmic representations and gain an understanding of how power functions in the reproduction of social boundaries and cultural differences through cinema. Prerequisite: FILM 270 and FILM 271. Fall.

FILM 355 Film Theory
The study of major film theories and their application to specific films. Formalist, structural, and ideological theories are covered. Prerequisites: FILM 271 and FILM 353, or permission of instructor. Fall, Spring.

IIFILM 362 Interdisciplinary Approaches to Film
This course explores cinema through interdisciplinary approaches that cross multiple fields of study, drawing upon academic disciplines that include literary studies, women's studies, media studies, cultural studies, and history. May be repeated as topics change. Prerequisite: 24 credits in ISP including ITW 101 and QL, or permission of instructor.

IIFILM 380 Filming War, Writing War
This interdisciplinary course will focus on cinematic and literary works about war's noncombatants, women, children, losers instead of winners, and international populations. Drawing on material from the fields of film, literature and history, we will explore how war is defined and represented around the world. Prerequisites: 24 credits in ISP including ITW 101 and QL.

FILM 400 Collaborative Production
Collaborative Production is an advanced video production course focused on the collaborative process. Students will work in teams to produce short works throughout the semester. This course builds upon the DSLR film making knowledge of Video Production, using digital cinema cameras and the relevant workflow. Fall, Spring. Film majors only. Prerequisite: FILM 351.
FILM 460 Directing the Advanced Film Project I
This course is designed to give an advanced production student experience directing the annual yearlong advanced project. Students will select their crew and fully preproduce the film, guiding the project and crew through the first (preproduction) semester of the course. Students will work closely with the instructor outside of class to fully prepare the project and facilitate communication between crewmembers. Prerequisites: Film Production Option students only, FILM 451, and permission of instructor.

FILM 461 Directing the Advanced Film Project II
This course is designed to give an advanced production student experience directing the annual yearlong advanced project. Students will continue the process initiated in FILM 460 by producing and postproducing an advanced film or video project, guiding the project and crew through the second semester of the course. Students will work closely with the instructor outside of class to fully prepare the project and facilitate communication. Prerequisites: Film Production Option students only, FILM 460, and permission of instructor.

FILM 480 Topics in Production II
Exploration of advanced level film production areas not usually addressed through the regular curriculum. Specific topics and techniques covered vary. May be repeated for credit. Prerequisites: FILM 280. Film majors only. Fall, Spring.

FILM 485 Production Capstone I
First semester of a yearlong course that will result in the production of film and video projects that synthesize student knowledge and practice. Students have the choice to work on individual or collaborative film and/or video projects. This semester focuses on preproduction and production. Prerequisites: FILM 400. Open to Film majors only. Fall.

FILM 486 Production Capstone II
Second semester of a yearlong course that will result in the production of individual and/or collaborative film projects. The spring semester emphasizes production and post-production. This course prioritizes technical and conceptual approaches to filmmaking. The goal is a film project and a written hybrid research/reflection essay. Prerequisite: FILM 485. Film majors only. Spring.

FILM 490 Advanced Special Topics
An exploration of areas not covered by the regular curriculum. Content and prerequisites depend on available faculty and resident artists. May be repeated for credit.

FILM 495 Seminar
Intensive study of a particular theme or topic relating to film or film production. May be repeated for credit as topics change. Prerequisites: Junior standing and FILM 270, FILM 271, and FILM 353, or permission of instructor. Fall, Spring.

FILM 498 Independent Study
1-8 credits
Intensive study of an issue, problem, or topic related to film or film production. May be repeated for a total of 8 credits. Prerequisites: Junior standing and permission of instructor.

FILM 499 Senior Research Project
Culminating course for critical studies in film. Under the guidance of a faculty member, students develop, research, and present an individualized project on a chosen historical or critical topic. Prerequisite: FILM 353 and FILM 495 or permission of instructor.

French

IHFR 100 Basic French Language and Culture
Introduction to basic skills to communicate about personal and everyday topics and exploration of cultural diversity within the contemporary French-speaking world. For students with no prior knowledge of French. Does satisfy the Arts and Humanities language requirement. Fall, Spring, Summer.
IHFR 101 Elementary French I
Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding information in newspapers and on Internet sites, and exploring the contemporary French-speaking world. For students with little or no prior knowledge of French.

IHFR 102 Elementary French II
Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and on Internet sites, and exploring contemporary issues in the French-speaking world. Students should have prior knowledge of basic French.

IHFR 103 Elementary French III
Development of skills to converse with native speakers, explore contemporary issues in the French-speaking world, narrate events in present and past tenses, and read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary French. Fall, Spring.

IHFR 200 Intermediate Readings in French
Selected readings in French from literary texts, scholarly journals, magazines, newspapers, and websites. Class discussions are mainly in English. This course meets the Arts and Humanities language requirement and does not count for the French major. Students should have an elementary knowledge of French. Fall, Spring.

FR 201 Intermediate French
Continuation of the development of the four basic language skills. Fall, Spring.

FR 290 Intermediate Special Topics
Study of a selected topic in French. May be repeated as topics change. Occasionally.

FR 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study and the appropriate divisional dean. May be repeated for a total of 8 credits.

FR 315 Conversation & Composition I
To maintain and perfect written and spoken French through intensive classroom work, as well as individual and group work. Discussions and frequent papers in French based on cultural and literary readings and videos given in French. Emphasis on oral communication. Prerequisite: FR 201 or permission of instructor. Fall.

FR 316 Conversation & Composition II
To maintain and perfect written and spoken French through intensive classroom work, as well as individual and group work. Discussion and frequent papers in French based on cultural and literary readings and videos. Given in French. Writing intensive. Prerequisite: FR 315 or permission of instructor. Spring.

FR 325 Introduction to French Literature
A study of various critical approaches to French literature conducted in French. Prerequisite: FR 315 or permission of instructor. Fall, alternate years.

FR 350 Study in Africa, France or Quebec
12 credits
Study away, for a full semester, in a Modern Languages and Cultures-approved program that meets Global Education Office guidelines. Students must meet with Modern Language faculty for pre-approval and additional proficiency requirements. May be used to meet the Arts and Humanities language requirement. All majors must take the ACTFL Oral Proficiency Interview, and complete a reflective essay in the target language, within 30 days after their study abroad experience. Permission of instructor. Minimum of 12 credits per semester. Fall, Spring.
FR 405 Contemporary French Usage
Advanced study of syntax, semantics, and lexicon based on actual usage in the contemporary Francophone world. Prerequisite: FR 315 or permission of instructor. Fall alternating years.

FR 410 Advanced French Grammar
A study of contemporary French grammar and a treatment of the typical pitfalls for nonnative users of French. Prerequisite: FR 405 or permission of instructor. Fall alternating years.

FR 490 Advanced Special Topics
Study of a selected topic in French at an advanced level. May be repeated as topics change.

FR 495 Seminar
The capstone experience for French majors. Topics based on needs and interests of the group. Prerequisites: FR 405 and senior status. Spring.

FR 498 Independent Study
1-4 credits
Intensive study of some aspect of French language, literature, or culture adapted to the student's needs. May be repeated for a total of 8 credits. Prerequisite: Permission of instructor.

General Science

GS 301 The Web of Science
This course provides extensive hands-on experience in a laboratory setting for elementary education majors. Students plan and teach science lessons to elementary children. Lessons include discovery-based and inquiry-based learning. It's an integrated natural science, content-oriented curriculum, based on the Natural Science Standards and New Hampshire Science Curriculum Frameworks. Prerequisites: BIO 110, BIO 111, INGEOL 151, INCHEM 103, MATH 171, MATH 172, or permission of the instructor.

Geography

ISGEOG 100 Introduction to Geography
A systematic introduction to the discipline, designed to give the beginning student exposure to major topics associated with the subfields of geography. Geographic concepts and theories using real world examples will be presented in order to examine spatial information and patterns that exist on the earth. Fall, Spring.

ISGEOG 101 World Regional Geography
Introduction to the geography of the world's peoples and places. Adopting a regional perspective, the course examines the homogenizing and diversifying forces inherent among the world's countries, peoples, and physical environments. Includes resource materials for teaching geography. Students may not receive credit for both ISGEOG 101 and ISGEOG 201. Fall, Spring.

ISGEOG 201 Geography for Teachers
A combination of world regional geography and its application in the K-12 classroom. Course is based on the six elements of geography and the national geography standards. Appropriate for both elementary and secondary preservice teachers. Not open to students who have completed ISGEOG 101. Fall.

ISGEOG 203 Globalization Culture & Place
This course analyzes multiple facets of contemporary human geography including global patterns of culture, population, economy, environmental change and geopolitics. It also focuses on how cultures change and respond to the pressures of globalization. Fall, Spring.
INGEOG 204 Earth’s Changing Landscapes
This course examines the dynamic processes that shape the planet’s dramatic landscapes. Topics include external forces such as glaciers, rivers, and oceans, as well as internal forces such as volcanoes and earthquakes, and how these lead to earth’s widely varied landforms. Special attention is given to map interpretation. Fall, Spring.

ISGEOG 205 Environmental Geography
Explores the complex relationships between nature, culture, and place. Emphasis is placed on spatial aspects of human interactions with the environment resulting in serious issues, including pollution, global climate change, and resource depletion. Environmentally sustainable actions will be examined and assessed. Fall.

GEOG 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Prerequisite: Permission of the instructor who will supervise the independent study. May be repeated for a total of 4 credits. Occasionally.

GEOG 303 The Politics of Place
Provides a systematic introduction to the geographical dimensions of political systems, with emphasis on the physical environment, economic and cultural systems, location, resources, and political patterns. Spring, odd years.

GEOG 304 Population Matters
Global demographic analysis of birth rates, death rates, and migration rates. Provides a spatial, temporal, and structural investigation of the relationship between demographic and cultural, economic, and environmental factors. Prerequisite: ISGEOG 203 or INGEOG 204, and IQL 101 or MATH 171.

GEOG 307 Urban Geography
Combines attention to urbanism, growth of cities, morphological theories of urbanization, and modern urban problems with theory and methods of land use planning. Emphasis is placed on concepts, principles, and practices of land analysis and evaluation of planning and design. Prerequisite: ISGEOG 100 or ISGEOG 203 or permission of instructor. Spring, odd years.

GEOG 308 Planning for Sustainability
This course provides a fundamental analysis of the connection between sustainability and land use planning. The means by which geographers and planners engage in creating more equitably, environmentally, and economically sustainable communities are explored. Focus is on tools planners use to steer communities to a more sustainable and resilient future. Fall, even years.

ISGEOG 309 Spatial Thinking
Thinking spatially is fundamental to geography with applications across disciplines. Using the spatial perspective, students will explore various topics through the geographic lens. Course content and topics focus on spatial thinking, spatial literacy, spatial cognition, graphiacy and the processes and skills needed to pose spatial questions and find solutions. Prerequisites: 24 credits in the ISP, including ITW 101 and QL. Fall.

GEOG 324 GIS I
This Geographic Information Systems (GIS) course provides an introduction to the fundamental components of GIS. Lecture and lab-based instruction emphasize data input, manipulation, analysis, and map production. Prerequisite: INGEOG 204 or INGEOL 151. Fall, Spring.

GEOG 325 Cartographic Design
Builds on existing skills in Geographic Information Systems (GIS), as students research and analyze statistical data to design and produce maps. The class emphasizes graphic design principles that support effective visual communication as well as appropriate statistical skills for working with large data sets. Prerequisite: GEOG 324. Fall.
GEOG 326 Field Surveying
Field-based course in which students learn to use sophisticated surveying equipment to support accurate mapping of small areas, such as field study areas, construction sites, etc. Class emphasis is on using equipment in the field. Prerequisite: GEOG 324. Spring.

GEOG 329 Applications in GIS
Students utilize common Geographic Information Systems software to explore specific applications in urban planning, environmental modeling, outdoor recreation and education. Subject matter will build on fundamental GIS skills in vector and raster data analysis and incorporate theoretical contributions in the subject application. Prerequisite: GEOG 324. Occasionally.

GEOG 330 Natural Resources Management
Examination of the use and management of renewable and nonrenewable resources, including patterns of assessment, conservation policies and practices, and human impact on the environment. Resources discussed include land, water, air, forests, wilderness, and recreation from an international perspective. Prerequisites: 4 credits in Geography or Environmental Studies. Fall, even years.

GEOG 332 Global Water Resources
Spatial investigation of the social, political, and environmental consequences of water resources development and use. Case studies used to compare hydrologic conditions, social institutions, and hydropolitics in watersheds around the world. Emphasis is on emerging global change (e.g., population and climate). Prerequisite: 8 credits in Geography and/or Environmental Studies. Spring.

GEOG 334 Outdoor Recreation
Examines geographic aspects of outdoor recreation including trends and resources. Emphasis will be placed on the supply and demand for recreation as well as the impacts of recreational use upon supporting environments. Recreation agencies' missions and programs will also be explored. Prerequisites: Take 8 credits in Geography or Environmental Studies. Fall.

GEOG 335 Sustainable Tourism
As one of the largest economic activities on Earth, tourism has significant impacts on individual livelihoods as well as on the landscapes of whole cities and regions. Using critical geographic perspectives, this course analyzes the cultural, economic, and environmental impacts of tourism, and discusses theories for developing tourism sustainably. Prerequisites: 4 credit hours of either Geography or Environmental Studies.

GEOG 340 Topics in Regional Geography
A systematic analysis of the physical, social, and economic resources of the region under study. Focuses on historical development, physical and cultural diversity, natural resources, demographic trends, spatial interaction, the environment, and prospects for growth. May be repeated as topics change. Fall, Spring.

GEOG 371 Geography Field Studies
1-8 credits
Off-campus field study. Themes include aspects of physical and/or cultural Geography depending on the expertise of the instructor and the areas under observation. Course may be repeated for a maximum of 16 credits, only 8 of which are applicable toward the major in Geography. Prerequisite: Permission of instructor. Fall, Spring.

GEOG 395 Seminar I
An in-depth analysis of geographic literature and research. Stresses research methodologies and design, survey analysis, report preparation, and oral presentations of research. Develops critical analysis and critical thinking skills in Geography. Prerequisites: IQL 101 and 12 credits of Geography at the 200-level or above. GEOG 324 or GEOG 325 is recommended. Spring.

GEOG 424 GIS II
Builds on existing Geographic Information System skills to explore a range of topics using current software. Students learn GIScience theory, software tools for analyzing vector, raster, and network data, as well as the fundamentals of remotely-sensed image processing and classification. Emphasis on spatial data creation, editing, modeling, and programming. Prerequisite: GEOG 324. Spring.
GEOG 495 Seminar II
The capstone course stressing integration and application of geographic studies and research. Focus on quantitative and qualitative methodologies and skills necessary for pursuing a Geography-related career. Culminates with the design and implementation of a major career-oriented research project. Prerequisites: Grade C or higher in GEOG 395. Fall.

GEOG 497 Geography Internship
1-8 credits
Supervised applied geography work experience with a local public agency or private organization. The internship will be designed around student's interests, academic background, career goals and position availability. Student must submit an application and gain approval of a supervising faculty member. Prerequisites: 16 credits in Geography, 2.5 cumulative GPA and 3.0 GPA in major, junior standing, and department permission. May be repeated for a total of 8 credits. Graded Pass/Fail. Fall, Spring or Summer.

GEOG 498 Advanced Independent Study
1-4 credits
Exploration of a major area of Geography under direction of a Geography faculty member. Topics contingent on student interest and available staff. Prerequisite: 20 credits in Geography, and permission of instructor. Fall, Spring.

GEOG 571 Geography Field Studies
1-8 credits
Off-campus field study. Themes include aspects of physical and/or cultural Geography depending on the expertise of the instructor and the areas under observation. A research project is required. Prerequisite: Permission of instructor. Fall, Spring.

Geology

GEOL 100 Perspectives of the Earth
An overview of earth's systems (geosphere, atmosphere, hydrosphere, and biosphere) and their interactions. Includes a survey of earth materials, internal and external processes, global cycles (carbon, water), and feedback loops between humans' and earth's systems. Environmental and resource issues are addressed. Fall, Spring.

INGEOL 110 Earth Systems Science
An overview of earth's systems (geosphere, atmosphere, hydrosphere, and biosphere) and their interactions. Includes a survey of earth materials, internal and external processes, global cycles (carbon, water), and feedback loops between humans and earth's systems. Environmental and resource issues are addressed. Includes an integrated laboratory component. Fall, Spring, Summer.

INGEOL 151 Physical Geology
An overview of the earth. Includes description and origin of minerals and rocks, internal and external processes and recognition of the landforms they produce, global cycles (carbon, water), and feedback loops between humans' and earth's systems. Environmental and resource issues are addressed. Three-hour lecture, two-hour lab. Required field trips. Fall, Spring.

GEOL 206 Oceanography
Introduction to ocean science emphasizing waves, tides, coastal marginal processes, marine sediments and resources, the importance of technology in ocean studies, and the origin of the ocean basins through plate tectonics. Some coverage of ocean chemistry and biota. Spring.

GEOL 252 Evolution of the Earth
Introduction to Earth history and the processes that have shaped the Earth since its formation. Topics include absolute and relative correlations, plate tectonics, and the origin and evolution of the lithosphere, biosphere, and atmosphere. Three-hour lecture, two-hour lab. Required weekend field trip(s). Prerequisite: INGEOL 151. Spring.
GEOL 290 Topics  
1-4 credits 
Exploration and analysis of topics of geology, such as plate tectonics, environmental geology, and geologic history of particular terrains. Prerequisite: Permission of instructor. Occasionally.

GEOL 298 Independent Study  
1-4 credits 
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

INGEOL 300 Geoscience Issues and Society  
A course focusing on the cause and effect of geologic processes that impact society. Content may vary, but includes earthquakes, tsunamis, floods, volcanic activity, resource issues, and the geologic record of climate change. Students are expected to closely monitor popular media to document current geologic events and their effects. Prerequisites: 24 credits in ISP, including ITW 101, QL, and one course from the IS category. Occasionally.

GEOL 301 Mineralogy  
Introduction to crystallography, physical and chemical nature of minerals, and description and hand-specimen recognition of important economic and rock-forming minerals and mineral associations. Introduction to the petrographic microscope. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisite: INGEOL 151 or permission of instructor. Fall, odd years.

GEOL 302 Igneous and Metamorphic Petrology  
The origin, occurrence, and classification of igneous and metamorphic rocks. Hand-specimen and thin section techniques are emphasized. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisite: GEOL 301 and INCHEM 111. Spring, even years.

GEOL 305 Paleontology  
The description, classification, and uses of invertebrate fossils, including their spatial and stratigraphic distribution, evolution, and paleoecology. Three-hour lecture, three-hour lab. Prerequisite: GEOL 252 or permission of instructor. Spring, even years.

GEOL 306 Sedimentation and Stratigraphy  
Principles of sedimentation and stratigraphy, properties and classification of modern sediments and sedimentary rocks, sedimentary processes and environmental analysis, stratigraphic procedures and correlations, and stratigraphic relationships of North America. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisite: GEOL 252 or permission of instructor. Fall, odd years.

GEOL 309 Geomorphology  
Nonglacial surface processes. The evolution of landforms and the influence of lithology, tectonics, and climate on landforms. Surface processes related to land use and environmental planning. Labs involve interpreting topographic and geologic maps, field projects. Three-hour lecture, three-hour lab. Prerequisite: INGEOL 151 or permission of instructor. Fall, even years.

GEOL 310 Glacial Geology  
Study of the mechanics of glacial origin and movement, characteristics of existing glaciers, and an interpretation of Pleistocene glacial features. Emphasizes the glacial topography of northeastern North America, with special attention to New Hampshire examples of alpine and continental glaciation. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisite: GEOL 309 or permission of instructor. Spring, odd years.

GEOL 315 Environmental Geology  
Examines the relationships between humans and our geological environment, including resources, hazards, and human impacts. Field methods in obtaining geologic information for resource evaluation and protection, risk reduction, and environmental remediation. Three-hour lecture, two-hour lab. Required field trips. Prerequisites: INGEOL 151. Cross-listed as ENST 315. Fall, alternate years.
INGEOL 320 Earth’s Climate: Past and Future
The tools of climatic science are used to investigate the evidence and mechanisms for earth’s climatic change throughout geologic time. Includes climate classification and reasons for climate, climate forcing mechanisms, anthropogenic forcing, the global-warming crisis, and potential remedies. Combined lecture/lab. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Occasionally

GEOL 403 Structural Geology
Study of the structural features of rock bodies and the interpretation of these features in terms of the forces that caused them, methods of geological field work, graphic representation of geological field data, interpretation of geological maps, and preparation of field reports. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisites: GEOL 252 and 4 credits in Geology at the 300-level or higher, or permission of instructor. Spring, odd years.

GEOL 412 Environmental Geochemistry
Examination of the principles and mechanisms governing distribution of the chemical elements and their isotopes in natural environments, with application to selected problems and geochemical analysis research projects. Three-hour lecture, three-hour lab. Required field trips. Prerequisites: INGEOL 151, CHEM 112, and PHYS 142 or PHYS 242, or permission of instructor. Spring, even years.

GEOL 460 Hydrogeology
Occurrence and movement of groundwater as it relates to the hydrologic cycle, water resource evaluation (well hydraulics), and transport and fate of contaminants. Theoretical and practical aspects, including computer modeling. Three-hour lecture, two-hour lab. Field trips may be required. Prerequisites: INGEOL 151, MATH 151, and INPHYS 141 or INPHYS 241, or permission of instructor. Spring, odd years.

GEOL 490 Advanced Special Topics
1-4 credits
Study of a selected topic in Geology at an advanced level. May be repeated for a total of 8 credits as topics change. Prerequisite: Permission of instructor. Frequently.

GEOL 498 Independent Study
1-4 credits
Advanced study of various fields of Geology through individual reading, writing, laboratory work and/or field investigation; involves a research project and submission of a written report. May be repeated for a total of 8 credits. Fall, Spring.

German

IHGER 101 Elementary German I
Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding information in newspapers and on Internet sites, and exploring contemporary German-speaking Europe. For students with no prior knowledge of German.

IHGER 102 Elementary German II
Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and on Internet sites, and exploring contemporary issues in German-speaking Europe. Students should have prior knowledge of basic German.

IHGER 201 Intermediate German I
Development of skills to converse with native speakers, explore contemporary issues in German-speaking Europe, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary German.
IHGER 202 Intermediate German II
Advanced development of writing and speaking skills to discuss contemporary issues in German-speaking Europe; read newspapers, websites, and short fiction; and understand German films. Students should have intermediate-level knowledge of German. Spring only.

GER 290 Intermediate Special Topics
Study of a selected topic in German. May be repeated as topics change. Occasionally.

GER 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

GER 315 Conversation and Composition
Review and practice aimed at increasing listening and speaking proficiency. Practice in writing German: essays, narratives, and creative pieces. Prerequisite: IHGER 202 or equivalent. Fall only.

GER 350 Study in Germany
12 credits
Study in a College-approved program. May be used to meet the Arts and Humanities language requirement. Students must meet with Modern Languages and Cultures faculty for pre-approval of their program of study and an exit interview upon their return. Permission of instructor. Minimum of 12 credits per semester. Fall, Spring.

GER 498 Independent Study
1-4 credits
Intensive study of some aspect of German language, literature, or culture adapted to the student's needs. May be repeated to a maximum of 8 credits. Prerequisite: permission of instructor.

Graduate Study in Education

EDUCSP 601 Foundations in Special Education
3 credits
Historical perspectives, trends, impacts of legislation, and school contexts on the evolving field of special education, K-12; learning theory, styles, and differences - including language and psychological processing; characteristics of students with exceptional learning needs; and implications for assessment, instruction, curriculum accommodations, and modifications within a continuum of services. Corequisite: EDUCSP 602. Summer.

EDUCSP 602 Curriculum and Instructional Design
3 credits
Designing curriculum, instructional strategies, and selecting educational strategies to create learning environments and address transition for individuals with exceptional learning needs (ELN). Adaptations to the general curriculum and alternative teaching approaches in K-12 settings in order to integrate and facilitate independence for individuals with ELN will be addressed. Corequisite: EDUCSP 601. Summer.

EDUCSP 603 Positive Behavior Supports
3 credits
Definition of problem behaviors, collection and analysis of data, and development of interventions to support a variety of behavior change strategies in educational settings. Emphasis is on the development of positive, problem-solving approaches and strategies for classroom management. Provides theoretical foundations and practical applications for preventing behavior problems. Summer.
EDUCSP 604 Assessment and Evaluation in Special Education
3 credits
Focuses on the theory and practice of assessment for general special education educators at the post-baccalaureate level. Includes procedures to identify and assess student learning and behavior needs and outcomes. Informal and formal strategies, including standardized tests, observational tools, and curriculum/criterion referenced tests. Fall.

EDUCSP 605 Transition Planning and Programming
3 credits
Examination of the transition from secondary school environments to post-school activities for youth with disabilities relative to career development and self-determination. Critical components include legal foundations, functional assessment, access to career and technical education, employment, postsecondary training, and independent living. Spring.

EDUCSP 610 Portfolio Development and Assessment
1 credit
Portfolio development procedures and assessment strategies. Requires students seeking advanced certification in special education to begin development of professional portfolio, including plan for professional development achieved through M.Ed. study. Prerequisite: Admission to graduate program or permission of instructor. Fall.

EDUC 611 Contemporary Issues & Effective Schools
3 credits
Examines current issues affecting public education from multiple perspectives, including historical knowledge of American education and current research on effective schools. Consideration given to technology, testing, political and social efforts for school improvement, diversity, equity, ethical responsibility, collaboration, and professional standards.

EDUC 612 Demonstrated Certification Competence
1-26 credits
Students who have successfully completed a post-baccalaureate teacher certification program from Keene State College, or from an approved collaborating institution, and are certified, or have applied for certification, may receive up to twenty-four (24) credits toward completion of the M.Ed. C&I, based on review by a designated faculty member.

EDUCSP 612 Demonstrated Certification Competence
18 credits
Students with advanced certification in learning disabilities and emotional and behavior disorders obtained in conjunction with Granite State College are awarded 18 credits for documented field-based learning experiences. Graduate credit is contingent on completion of required modules and evidence of certification.

EDUCCI 620 Specialization I
3 credits
First of a two-semester sequence of specialized research conducted on a topic of the graduate student's choice, under guidance of a faculty mentor.

EDUC 621 Curriculum Theory and Development
3 credits
Examination of theoretical frameworks for the development of curriculum for specific professional applications in the P-12 schools. Focus on critical exploration of identities, values, and beliefs in relation to the professional role of curriculum designer. Professional mentoring for individualized curriculum design that addresses developmentally appropriate content, state and national standards.

EDUCSP 621 Context for Special Education
3 credits
Exploration of current issues in special education based on historical context of philosophy, legislation, litigation, models of service delivery, and future trends. Prerequisite: Admission to graduate program or permission of instructor. Fall.
EDUCSC 622 School Counseling: Roles, Responsibilities, and Interventions  
3 credits  
Examines the role of the school counselor in relation to the philosophy and curriculum of school. Emphasis is on defining professional responsibilities and relationships among counselors, teachers, administrators, students, and family in the delivery of school counseling services. Fall.

EDUCSC 623 The Inclusive School Counselor: Diversity and Multiculturalism in Schools  
3 credits  
Investigates approaches to school counseling focused on working in a culturally sensitive and responsive way with the diverse range of students, families, faculty, and staff. Explores critical issues related to race, culture, class, social status, gender, and affectional orientation, as well as cognitive diversity and psychological and physical challenges. Spring.

EDUCCI 625 Technology-Integrated Teaching  
3 credits  
This course addresses the use of technology in the P-12 classroom in areas of curriculum development, instructional design, and assessment. The students will explore the theoretical and practical issues of educational technology in teaching and learning and will be exposed to the diversity of educational technology through practical use. Summer.

EDUCSC 626 Professional Seminar in School Counseling  
3 credits  
This course integrates a focus on personal and professional issues in an environment of continuous feedback and self-reflection. Content areas focus on critical issues in school counseling. Fall.

EDUC 630 Lifespan Development  
3 credits  
Examination of human development, with particular emphasis on school-aged children. Focus is on understanding the physical, cognitive, language, social, emotional, and spiritual domains, as well as ecological and cultural context. Contemporary theories of development are explored and applied to educational settings to define developmentally appropriate practice. Fall.

EDUCCI 630 Specialization II  
3 credits  
Continuation of specialized research begun in EDUCI 620 Specialization I. Culminates with preparation for demonstration of professional leadership project. Prerequisite: EDUCI 620.

EDUC 631 Curriculum Management & Student Assessment  
3 credits  
Current theories and practices that inform approaches to individual, classroom, and program assessment and the issues that impact policies and practices. Examination of factors that affect curriculum delivery, data collection and analysis, and use of data and results to improve student learning and school climate.

EDUCEL 631 Staff Selection, Supervision, and Evaluation  
3 credits  
Recruiting, inducting, and mentoring school personnel. Observation methods and conferencing techniques are practiced in the process of supervision and evaluation of school personnel. Related legal and personnel issues are discussed. Spring.

EDUCSC 631 Assessment and Evaluation for School Counselors  
3 credits  
Focus on theory and practice of assessment for school counselors. Includes formal and informal assessment approaches as well as how these approaches will inform effective interventions. Emphasis is on developing the necessary skills for collaboration in a team setting with families and professionals. Spring.
EDUC 641 School Law
3 credits
Legal rights, duties, and responsibilities of school personnel, including the ethical and legal considerations related specifically to the practice of school counseling, special education, and educational leadership. Current issues, policies, laws, and legislation will be emphasized in accordance with professional standards.

EDUCSC 641 Career Development
3 credits
Explores career development theories. Examines and evaluates career materials as they relate to school philosophy and curriculum. Summer.

EDUC 651 School Leadership
3 credits
Organizational theories, models of leadership development, and the change process as applied to educational settings. Special emphasis on school organization, culture, vision and mission, curriculum, formal/informal leadership. Exploration of personal and professional theoretical frameworks of leadership, communication, group process, conflict management, transformative and ethical leadership.

EDUCSC 651 Methods and Skills of Counseling
3 credits
Emphasizes the practice of ethical counseling skills integrating developmental, multicultural, and ecological perspectives. Includes role-playing, videotaping, and analysis/evaluation by self, peers, and instructor. Fall.

EDUCEL 652 Budget, Facilities, and Safe Schools
3 credits
Participation in the school budget process, building consensus, and aligning resources with the organizational vision. Collaboration with school personnel, families, business, community, and government groups by framing partnerships. Application of fiscal and legal principles to provide safe and effective facilities. Fall.

EDUCSC 652 Group Counseling in Schools
3 credits
Introduces skills, knowledge base, and practice of group counseling in schools. Focuses on ethical issues, developmental perspectives, working with diverse populations, and current research. Includes experiential components, including cofacilitation of a group in a school.

EDUCSP 660 Internship in Special Education I
8 credits
This internship is the first half of a yearlong field experience and seminar that focuses on the application of special education knowledge and skills including assistive technology in a K-12 school setting. Interns receive support from a college supervisor and mentor/cooperating teacher to meet identified special education program competencies. Prerequisites: Admission to the Special Education Graduate Program. Fall.

EDUC 661 Integrating Reading and Language Arts
3 credits
This course will address teaching and learning strategies for integrating all the language arts areas: reading, writing, listening, and speaking. Prerequisite: A reading course or permission of instructor.

EDUCCI 661 Collaboration and Service Delivery Options
3 credits
Examination of the cooperative nature of the roles of classroom teachers and special educators and implications for delivering instruction and related support services. Emphasis on developing working relationships. Course addresses collaboration skills for participating in change efforts, working with families, prereferral, IEP development, co-teaching, and supervision of
paraprofessionals. Prerequisites: Admission to graduate program or permission of instructor. Cross-listed with EDUCSP 661. Fall.

**EDUCSP 661 Collaboration and Service Delivery Options**
3 credits
Examination of the cooperative nature of the roles of classroom teachers and special educators and implications for delivering instruction and related support services. Emphasis is on developing working relationships. Course addresses collaboration skills for participating in change efforts, working with families, prereferral, IEP development, co-teaching, and supervision of paraprofessionals. Prerequisites: Admission to graduate program or permission of instructor, EDUCSP 610, and EDUCSP 621. Cross-listed with EDUC 661. Spring.

**EDUCSC 662 School Counseling: Theoretical Foundations**
3 credits
An exploration of major theoretical approaches to school counseling. Emphasis is on the formulation of perspectives on emotional growth and development, as well as the helping relationship. Includes case studies that illustrate strategies for intervention from an ecological perspective. Spring.

**EDUCSP 665 Internship in Special Education II**
6 credits
This post-baccalaureate internship is the second half of a yearlong field experience and seminar that focuses on the application of special education knowledge and skills in a K-12 school setting. Interns receive support from a college supervisor and mentor or cooperating teacher to meet identified special education program competencies. Prerequisite: EDUCSP 660. Spring.

**EDUC 670 Educational Research Foundations**
3 credits
Strategies for identifying, analyzing, and evaluating educational research. Introduction to research concepts and instrumentation in qualitative and quantitative research. Part I of a yearlong action research project designed by students and implemented in an educational setting.

**EDUC 675 Educational Research Design**
3 credits
Practical application of educational research methods to school reform initiatives. Focus is on creating a research design for systematic inquiry of a problem or issue in school. Part II of a yearlong research project designed by students to be implemented in an educational setting. Prerequisite: EDUC 670.

**EDUC 680 Educational Research Capstone**
6 credits
Implementation of research-based school reform initiatives designed in EDUC 675; includes data analysis, research report writing, and professional presentation skills. Part III of a yearlong research project designed by students to be implemented in an educational setting. Prerequisite: EDUC 675. Spring.

**EDUC 690 Advanced Special Topics in Education**
1-3 credits
Study of a selected topic in education at the graduate level. May be repeated as topics change. Occasionally.

**EDUCEL 696 Internship I: School and Community Relations**
3 credits
A supervised practical experience in educational leadership with seminar sessions addressing national and state standards for educational leaders. The focus of this internship will be working with staff, parents, and the community. Prerequisites: Admission to Educational Leadership option. Fall.
EDUCSC 696 Internship: Elementary School
3 credits
Weekly seminar in conjunction with site-supervised practice in required, semester-long, minimum 300-hour elementary/middle school counseling internship. In addition to required field experiences totaling a minimum of 300 hours, students meet weekly with student interns and instructor to integrate internship experience. Cannot be taken in conjunction with EDUCSC 697. Prerequisite: Admission to School Counseling Graduate Program. Fall, Spring.

EDUCEL 697 Internship II: Connections
3 credits
A supervised practical experience in educational leadership with seminar sessions addressing national and state standards for educational leaders. The focus of this internship will be integrating leadership, curriculum, school improvement and data-driven decision-making. Prerequisites: Admission to Educational Leadership option. Spring.

EDUCSC 697 Internship: Secondary School
3 credits
Weekly seminar in conjunction with site-supervised practice in required, semester-long, minimum 300-hour secondary/middle school counseling internship. In addition to required field experiences totaling a minimum of 300 hours, students meet weekly with student interns and instructor to integrate internship experience. Cannot be taken in conjunction with EDUCSC 696. Prerequisite: Admission to School Counseling Graduate Program. Fall, Spring.

EDUC 698 Independent Study
1-3 credits
Intensive study of an educational problem encountered in a school or community. Offered as directed study if designed by the faculty member or independent study if proposed by the student. Fall, Spring.

EDUCCI 698 Independent Study
1-3 credits
Intensive study of an educational curriculum topic encountered in a school or community. Topics are usually initiated by the graduate student. Prerequisite: Permission of instructor. Fall, Spring.

EDUCEL 698 Independent Study
1-3 credits
Intensive study of an educational leadership topic encountered in a school or community. Topics are usually initiated by the graduate student. Prerequisite: Permission of instructor.

EDUCSC 698 Independent Study
1-3 credits
Intensive study of an educational counseling topic encountered in a school or community. Topics are usually initiated by the graduate student. Prerequisite: Permission of instructor.

EDUCSP 698 Independent Study
1-3 credits
Intensive study of a special education topic encountered in a school or community. Topics are usually initiated by the graduate student. Prerequisite: Permission of instructor.

EDUC 699 Capstone
3 credits
Development of a comprehensive case study of a student, classroom, or school in collaboration with students in each of the specialty areas. Spring.
History

IHHIST 111 The Ancient and Medieval World
Examines the development of first civilizations of the Near East, South Asia, East Asia, and the Americas; ancient Greece and Rome; the growth of the Byzantine, Islamic, and Western civilizations; European imperialism in Africa, the Americas, and Asia; and religious, political, and cultural change in Europe in the early-modern era. Annually. (WPS)

IHHIST 112 The Modern World
Examines the evolution of the major civilizations of the world (Western, Middle Eastern, South Asian, East Asian, sub-Saharan African, and Latin American) from the early-modern era to the present. It focuses upon the revolutionary intellectual, political, and economic changes that occurred during this period and their effects upon the world. Annually. (WPS)

HIST 121 Traditional Civilization of East Asia
A survey of China and Japan from antiquity to approximately 1800. Establishes a broad picture of cultural values, social structures, and political institutions. Attempts to convey a sense of how both the common people and the elite lived. Spring. (WPS IB)

HIST 122 Modern East Asia
A sequel to HIST 121. A survey of Chinese and Japanese experiences with modernization from the beginning of the 19th century to the present. The theme of revolution provides focus for the study of China. In the case of Japan, the main emphasis is on its rapid adaptation to the modern world. Fall. (WPS)

IHHIST 141 The West in the World
This course will follow the rise and spread of early civilizations from Mesopotamia, Egypt, India, and China to the political, economic, and cultural foundations of the West in ancient Greece and Rome. Course concludes with an examination of the classical age of Muslim culture during the European Middle Ages. Fall. (WPS GRC)

IHHIST 161 American Encounters to 1877
In this course, students will be exposed to a variety of American perspectives through time. Emphasis will be placed on the voices of the traditionally unheard such as the poor, women, African Americans, and American Indians. Issues of class, race, and gender will be explored from a comparative approach. (MPC WPS GRC IB)

IHHIST 162 American Encounters From 1877
In this course, students will be exposed to a variety of American perspectives through time. Emphasis will be placed on the voices of the traditionally unheard such as the working poor, women, African Americans, and Native Americans. Issues of class, race, and gender will be explored from a comparative approach. Fall, Spring. (MPC WPS GRC IB)

HIST 200 Reading and Writing in History
An introduction to various ways of reading and interpreting historical documents and to the major forms of historical writing. This course is intended to prepare students for advanced course work. HIST 200 must be taken prior to completing 13 credits in History. Fall, Spring.

IHHIST 211 The Worlds of Early America
The years between 1500 and 1750 witnessed numerous encounters and conflicts as American Indians, Africans, and Europeans came into contact with one another for the first time. This course examines the new worlds in early America that resulted from these exchanges. The use of primary sources is emphasized. (WPS GRC IB)

IHHIST 220 The Crusades: Identity and Religious War in the Middle Ages
Course examines the Crusades with the aim of understanding how markers of identity and religious differentiation were used to support and perpetuate the ideology of crusade and holy war, and how cross-cultural contact eventually altered the European Christian constructs of identity that had motivated the initial 11th-century call for Crusade. Fall. (WPS GRC IB)
IHHIST 221 The Axial Age
This course will follow the emergence of world, historical, philosophical, and religious systems in India, China, Greece, and the Near East between 800 to 300 BCE. Through primary and secondary sources, students will explore the origins and development of classical Hinduism, Buddhism, Confucianism, Taoism, Platonic thought, and messianic Judaism. Occasionally. (IB)

IHHIST 222 Marriage and Family in Western Civilization: The Ancient West
The class examines the institutions of marriage and family in the ancient civilizations of Mesopotamia, Egypt, the Israelites, Greece, and Rome. By studying the development of the family, this course offers an examination of the roles of both men and women in the development of the western culture and civilization. Fall. (GRC IB)

IHHIST 252 The Holocaust
Examines the genocide and mass murder committed by the Nazi regime during 1939 to 1945. Also surveys long- and short-term factors, including World War I and Germany's failed post-war democratic experiment, that help explain the consolidation of a racially based totalitarian regime. Cross-listed as IHHGS 252. Spring. (WPS GRC IB)

IHHIST 253 The Second World War
Examines the origins and outbreak of WWII, the course of the war in Europe and the Pacific, the complexity of military priorities and operations, the evolution of mass murder in Nazi-occupied Europe, and the war's social and political impact. Fall, even years. (WPS)

HIST 290 Special Topics
1-4 credits
Study of a selected topic in History. May be repeated as topics change. Fall, Spring.

IHHIST 293 Weimar and the Rise of Hitler
This class examines the period in German history from 1918-1933. We will explore the social and political turmoil following the loss of the war and the underlying conditions that made the Nazi seizure of power possible. (WPS)

IHHIST 310 Who Was Ben Franklin?
Explores identity and power in the British Empire and American Revolution through an examination of Benjamin Franklin's presentation of self in his autobiography. Additionally, through various biographies, we will consider Franklin as a "self-made man," embodiment of empire, literary artist, scientist, early modern patriarch, runaway servant, and slave owner. Prerequisite: 24 credits in ISP including ITW 101 and QL. Spring. (MPC WPS GRC IB)

HIST 321 Late Imperial China
The relationship between the Chinese polity and society in the late imperial period (Ming and Qing dynasties, from the 14th century to 1911). Topics include the family system, important socioeconomic changes, and the persistence of traditional culture, thought and institutions into modern times. (WPS)

HIST 322 The Chinese Revolution
China's revolutionary transformation in the 20th century. Includes the social and political origins of revolution, the Communist movement and rise of Mao, defeat of Nationalists, and the creation of the People's Republic and its principal domestic and foreign policies to the present. (WPS IB)

HIST 324 Modern Japan
From the Tokugawa period to the present, this course traces Japan's transition from a feudal to an industrial society, the decline of the Samurai class and the rise of cities, merchants, and urban culture; the Meiji Restoration and political reform; imperialist expansion; war; American occupation; and postwar changes contributing to Japan's "miraculous" economic growth. Spring. (WPS IB)

IHHIST 330 Game of Thrones: England to 1500
This class examines the history of England from the Norman Conquest in 1066 to the succession of Henry Tudor in 1485. The class focuses on the role of gender, status, and cultural difference in the political and dynastic struggles for the throne of England. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC)
IHHIST 331 Sex and Sanctity in Medieval Europe
This class examines the medieval construct of gender and sexuality to understand gendered meanings of sanctity and sin, questioning the ways that sanctity influenced medieval gender creating a complex and fluid category of identification beyond a binary system and allowing for actions and activities that appear to be “gender bending.” Prerequisite: 24 credits in ISP, including ITW 101 and QL. (GRC IB)

HIST 332 Greece in the Classical Age
The evolution of Greek classical civilization from the Mycenaean origins through the Hellenistic age. The significance of the Polis is brought out by detailed examination of Athens and Sparta. Intellectual and cultural contributions of classical Greece. Fall. (WPS GRC IB)

HIST 333 Decline and Fall of the Roman Republic
A close reading of ancient and modern histories of the Roman Republic. The Roman Civil War and the rise and fall of Julius Caesar will be of particular interest. (WPS IB)

HIST 335 Islamic Kingdoms in Medieval Europe
The eighth-century Arab-Berber invasion and occupation of the Iberian Peninsula altered the religious and cultural borders of the European continent. This class examines the cultural and political effects of Islamic invasion and occupation in Iberia and investigates cross-cultural contact between Muslim Iberia and Christian Europe. (WPS GRC IB)

HIST 336 The Medieval World: 400-1500
Europe and the Byzantine and Islamic worlds from the collapse of the western Roman Empire to the discovery of America by Columbus. Feudalism, manorialism, the role of the Church, the rise of the nation-state, the growth of cities, the revival of the economy, and the development of technology. Spring. (WPS GRC IB)

HIST 337 Europe: 1400-1600
The events of the 15th and 16th centuries laid the foundations of the modern western world, from the Renaissance and the print revolution to war with the Turks in the East and the conquest of American natives in the West and the Reformation and religious war. (IB)

IHHIST 338 A History of Sexuality
This course examines theories and historiography of pre-modern sexualities. By focusing on the history of ancient and medieval ideologies and hierarchies of sexual behavior, this class seeks to understand the cultural constructs of sexuality and gender in various eras and civilizations and questions the idea of a trans-historical heteronormativity. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (GRC IB)

HIST 339 The Age of Enlightenment
This course will explore central themes of the period in European history known as the Enlightenment (1650-1800), such as race, gender, religious tolerance, materialism, and political engagement. Students will explore these themes in writing assignments and class presentations based on close readings of primary and secondary sources. Occasionally. (GRC IB)

HIST 340 The French Revolution and the Napoleonic Empire
Covers in detail the causes, progress, and consequences of the French Revolution and the rise and fall of the Napoleonic Empire. Fall. (WPS GRC)

HIST 342 Europe 1918-1945
The history of Europe from the Versailles treaty to the end of World War II, with special attention given to the rise of Fascism in Germany and Italy and the political and diplomatic events of World War II. Spring. (WPS GRC IB)

HIST 343 The Postwar World 1945-1975
An in-depth look at international politics, diplomacy and Cold War culture during the three decades following the end of the Second World War. (WPS)
HIST 351 Imperial Germany
This course explores the history of Germany from 1870 to 1918, from national unification to defeat in WWI. Topics will include religious conflicts, German colonialism, the emergence of political parties, the changing place of women in modern German society, and the rise of anti-Semitism. (GRC)

HIST 352 World War I
This course examines the origins, chief military developments, and fateful conclusion of the First World War. Topics include the motivations of the combatants, the course of the conflict within Europe and beyond its borders, and the post-war peace settlement. (WPS)

HIST 353 Nazi Germany and the Holocaust
Examines the Nazi rise to power during the Weimar Republic, the consolidation of totalitarian rule, the transformation of racial ideology into policy, Hitler's foreign policy as prelude to war, World War II, and the Holocaust. Cross-listed as HGS 353. Spring. (WPS GRC IB)

HIST 356 Readings in the History and Philosophy of Science
Examines selected topics in the development of scientific thought and philosophy of science. Fall. (MPC WPS GRC IB)

IHHIST 358 American Empire I
This course explores America’s many intersections with the world from the American Revolution through the era of World War One. It examines why and how American leaders devised policies to protect, manage, and, most importantly, expand the American empire. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS IB)

IHHIST 359 American Empire II
This course explores America’s many intersections with the world from World War One through 9/11. It examines why and how American leaders devised policies to protect, manage, and expand the American empire. The course delves into the American ideology of "American exceptionalism" and its role in defining American foreign policy. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS IB)

HIST 360 Natives and Newcomers in North America 1500-1766
Examines the experiences of native peoples of North America in the era of European invasion and imperialism from the pre-contact period through the development of Pan-Indian identity in Pontiac’s War. Major themes include power relations, environmental impacts, gender, changes over time, responses to imperialism, and the persistence of native cultures. (WPS GRC IB)

HIST 361 The American Revolution
Examines the causes of the conflicts of 1763 to 1783, the nature of the Revolution, the Confederation years, the establishment of the Constitution and changes to 1789. Spring. (MPC WPS GRC IB)

HIST 362 American Slavery/American Capitalism 1787-1848
Examines political, social, economic, and cultural developments as well as changes in material culture from the establishment of the federal government to the Compromise of 1850. Fall. (WPS GRC IB)

HIST 363 The United States in the Civil War Period: 1850-1876
Examines the coming of the Civil War, the secession crisis, the war itself, and Reconstruction. Prerequisite: Not open to freshmen without permission of instructor. Fall. (MPC WPC GRC IB)

HIST 364 19th-Century America
A social and cultural history of the United States between 1815 and 1920. Examines the development of a mainstream culture based on the values of the antebellum Northern middle class, the rise of alternative cultures, and the eventual decline of Victorianism during the first two decades of the twentieth century. (MPC GRC IB)
HIST 366 U.S. in Crisis: 1920-1950
Special attention is given to the turbulent '20s and market crash, the anxieties of the '30s and governmental response, the U.S. role in World War II and home front repercussions for women and Japanese Americans, and postwar traumas of bomb, cold war, and domestic readjustment. Prerequisite: IHHIST 162 or permission of instructor. Fall. (WPS GRC)

HIST 367 Modern America: 1950-Present
Describes United States in the modern age of Cold War and fears of domestic subversion, domestic reform, upheavals of blacks, students, women in 1960s and 1970s; major changes for economy and labor. Prerequisite: IHHIST 162 or permission of the instructor. Spring. (MPC WPS GRC)

IHHIST 368 Brahmins & Bosses: Boston History
Focuses on the political, cultural, and social history of the city of Boston from its founding to the 1980s. The course will examine how Boston struggled to grow from an insular and largely homogeneous community to becoming a truly diverse, international city well poised for the 21st-century. Prerequisite: 24 credits in ISP, Including ITW 101 and QL. (MPC GRC IB)

IHHIST 371 Africans in the Colonial Atlantic World
Focuses on the experiences of Africans and African Americans in the Atlantic World during the era of early modern European empires, ca. 1500-1830. The course will examine transatlantic cultural connections between Africa, Europe and the Americas. Course topical focus will vary between North America/West Indies and Latin America. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC IB)

IHHIST 372 Gender and Power in Early North America 1600-1800
The course analyzes early American gender roles as culturally constructed and contested among European Americans, Native Americans, and African Americans. Explores how gender ideologies and their attendant power relations ordered social, familial, sexual, religious, and political life in colonial and early postcolonial North America. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC IB)

HIST 373 Race, Disability, and Eugenics
An examination of the history of the 19th- and 20th-century eugenics movement in the United States and Europe. Efforts to "improve" humanity by selectively controlling or eliminating individuals deemed socially undesirable because of race or disability will be investigated by exploring science, legislation, and popular culture. Cross-listed as HGS 373. Fall, odd years. (MPC GRC IB)

IHHIST 375 War and Culture in Early America 1600-1865
Cultural history of war, peace, and the military in North America and the United States from the pre-colonial period to the end of the Civil War. Examines military history through categories of class, race, region, ethnicity, and gender. Analyzes warfare as cultural exchange and surveys American ideologies of war. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC)

IHHIST 376 Modern United States Military History 1865-Present
A social and cultural history of the United States military from the end of the American Civil War to the present. The class examines the development of American military strategies and institutions. Analyzes to what extent the military reflected social norms regarding race, class, sexuality, gender, and ethnicity over time. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC)

IHHIST 377 Sports & American History
An examination of sports as an expression of the social and cultural history of the United States. Among the topics are changing attitudes toward the human body and fitness, the opportunities afforded by sports for marginalized groups to promote social change, and the commercialization of sports. Prerequisite: 24 credits in ISP including ITW 101 and QL. (MPC GRC IB)

IHHIST 378 Alcohol & American History
Alcohol as a window into various aspects of the American past from the first European settlements to the present. Topics include colonial drinking, public discourse in taverns, class conflict over alcohol, the urban saloon, temperance and feminism, the politics of Prohibition, and alcohol and gender in the twentieth century. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (MPC GRC IB)
HIST 390 Studies in History  
1-4 credits  
Examines a selected subject or theme in history at an intermediate level. May be repeated as subjects or themes change. Fall, Spring.

IHIST 391 World of the Old Testament  
An historical, literary and philosophical introduction to the Hebrew Bible, one of the most important and influential books in the history of world civilization. The course will focus on the close reading, analysis and interpretation of key biblical texts. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (IB)

HIST 393 Topics in History of Ideas  
Examines a selected topic in intellectual history, cultural history, or history of philosophy. Readings are drawn from primary sources. May be repeated as topics change. Prerequisite: One course in History or permission of instructor. Fall, Spring. (IB)

HIST 490 Advanced Special Topics  
1-4 credits  
Study of a selected topic in History at an advanced level. May be repeated as topics change. Fall, Spring.

HIST 495 Seminar  
Discussion of problems and issues in History. May be repeated as seminar topics change. Fall, Spring.

HIST 497 History Internship  
1-4 credits  
Students research, organize, and write about historical materials in cooperation with historical societies, archives, museums, historical restoration projects, and other groups or agencies. The History Internship Committee, in consultation with the dean for Arts and Humanities, determines the credit value. Prerequisite: Permission of instructor. Fall, Spring.

HIST 498 Independent Study  
1-8 credits  
Intensive study of an issue, problem, or topic. Offered as independent study if proposed by the student or as directed study if designed by the faculty member. May be repeated for a total of 8 credits. Prerequisite: Permission of instructor. Fall, Spring.

HIST 650 Graduate Topics in History and Archives  
Graduate seminar that provides substantial readings in the historiography (literature) of a particular historical field and links that scholarship to archival practices and advanced research. May be repeated as topics vary and counts toward the MA in History and Archives and History Graduate Certificates. Fall and Spring

HIST 651 Introduction to History and Archive Studies  
Introduces graduate students to the interdisciplinary field of History and Archive Studies. Topics include history of modern archives, archival practices and archival theory; the relationship between historians and archivists; the role of archives in shaping historical understanding and in creating social memory; and, the relationship between archives and political culture. Summer.

HIST 652 Archival Methods and Administration  
5 credits  
This course will explore the principles of archival management, including arrangement, description, preservation, and digitization, and will discuss the role of archives and archivists in the preservation of culture, history, and memory.

HIST 660 Historical Archival Research/Internship  
6 credits  
Internships and/or research at archives, allowing graduate students to turn archival theory, methods, and technical skills into practice, providing graduate students with hands-on experience. Students must be enrolled in the Master of Arts Program to register for this course. Pass/Fail. Summer, Fall, Spring
HIST 670 Graduate Thesis/Project
4-8 credits
Students will work closely with History Department faculty to write a graduate thesis. The topic shall be of the student’s choosing, with guidance by department faculty. Students must be enrolled in the Master of Arts Program to register for this course. Pass/Fail. Can be repeated once for a total of 8 credits. Fall, Spring, Summer

Holocaust and Genocide Studies

IHGS 155 Introduction to Holocaust and Genocide Studies
An interdisciplinary introduction to Holocaust and genocide studies. Students analyze roles of resisters, rescuers, bystanders, victims, survivors, perpetrators, and collaborators. Students are challenged to find ways to exert their leverage and responsibility in preventing genocide. Fall and Spring.

IHGS 181 Crisis and Conflict in Africa
Explores issues related to war, genocide, and human rights in Africa. Examines colonial histories, regional geopolitics, and African dictators that have contributed to the continent’s turbulence, as well as African strategies for peace. Case studies may include the Herero Genocide, the Belgium Congo, Rwanda, and Apartheid South Africa. Fall

IHGS 189 Judaism, Christianity, Islam
An introduction to the core beliefs, traditions, and world views of the three Abrahamic religions: Judaism, Christianity, Islam.

IHGS 232 Introduction to Judaism
An exploration of Jewish rituals and traditions, including in-depth examination of holidays and life-cycle events utilizing historical and contemporary religious and descriptive texts. Examined will be basic theological principles of Judaism, historical and contemporary diversity within Jewish religious practice, and belief and culture. Fall.

IHGS 233 A History of the Jews
Survey of the social, political, and cultural experience of the Jewish people throughout the world, beginning with the Roman expulsion from their homeland in 70 C.E. and working forward to the events that led to the Holocaust and the formation of the State of Israel in the 20th century. Spring.

IHGS 251 Literature of the Holocaust
Examines the culture of European Jews before the Holocaust and literature that reflects the destruction of that culture in World War II. Includes texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, Imre Kertesz, and Jurek Becker. Prerequisite: ITW 101. Cross-listed as IHENG 251. Spring.

IHGS 252 The Holocaust
Examines the genocide and mass murder committed by the Nazi regime during 1939-45. Also surveys long- and short-term factors, including World War I and Germany’s failed post-war democratic experiment, which help explain the consolidation of a racially based totalitarian regime. Cross-listed as IHHIST 252. Spring.

IHGS 254 Women in the Holocaust
How did women’s Holocaust experiences differ from those of men? An interdisciplinary exploration of gender in Central European families, ghettos, camps, and resistance, this course examines connections between the Holocaust and present-day manifestations of anti-Semitism, sexism, homophobia, and nationalism. Readings are drawn from history, women’s studies, and Holocaust memoirs. Cross-listed as IIWGS 254. Occasionally.

ISHGS 274 Comparative Genocide
A social scientific analysis of comparative genocide studies, placing genocide within the broader category of mass atrocity crimes. Students are introduced to comparative methodological approaches used to critically analyze genocide in the twentieth century. Course also includes a focus on the responsibilities to prevent, react to, and rebuild after genocide. Spring.
IIHGS 281 Peace Studies
Interdisciplinary introduction to a growing field that examines competing explanations for why violence, terrorism, war, and genocide occur. Explores the methods and frameworks that scholars, policy makers, peace activists, and practitioners employ in dealing with physical and structural violence. Topics may include non-violent resistance, inner-city violence, conflict transformation, and mediation. Fall.

HGS 290 Special Topics
Exploration of a specific issue or theme applying interdisciplinary methods to readings and analysis related to Holocaust and/or genocide studies. Builds on foundations acquired in IIHGS 252/IHHIST 252 or IIHGS 155, the two introductory courses. May be repeated once for credit as topics change. Prerequisite: IIHGS 252/IHHIST 252 or IIHGS 155, or permission of instructor. Occasionally.

IIHGS 305 History of Jewish Music
Jewish music from biblical times to the present. Includes liturgical, cantorial, holiday, folk, and concert music; Israeli, Yiddish, Klezmer, and contemporary synagogue music; choral tradition and music of the Holocaust. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Cross-listed with IHMU 305. Fall, Spring.

HGS 313 Philosophy and the Holocaust
This course examines ethical, philosophical, and theological issues relating to the experience of the Holocaust and the broader human concerns of evil and suffering. Topics include the uniqueness and universality of the Holocaust as well as questions of justice. Cross-listed as PHIL 313. Fall.

HGS 326 Sociology of the Holocaust
Analyzes the Holocaust from a comparative, sociological perspective, applying relevant theories and concepts. Emphasis is on social and cultural forces that led to the Holocaust, including stereotyping, discrimination, anti-Semitism, institutional changes, and social-political indifference. Prerequisite: IIHGS 252/IHHIST 252 or ISSOC 125 - Introduction to Sociology. Cross-listed as SOC 326. Fall, odd years.

HGS 327 Sociology of Genocide
Focusing on genocide after the Holocaust, this course evaluates theoretical debates on what constitutes genocide and why genocide takes place. It also comparatively analyzes genocide that has occurred in different nation-states from a sociological perspective. Prerequisite: IIHGS 155 or ISSOC 125 - Introduction to Sociology. Cross-listed as SOC 327. Spring, even years.

HGS 340 Film and the Holocaust
Examines various filmic approaches taken to represent the attempt to destroy European Jewry in the first half of the 20th century. Documentary and narrative film are examined, together with the cultures and time periods within which the films were produced. Ethical issues will be considered alongside cultural and formal concerns. Prerequisites: IIHGS 252/IHHIST 252 or permission of instructor. Spring, even years.

HGS 353 Nazi Germany and the Holocaust
Examines the Nazi rise to power during the Weimar Republic, the consolidation of totalitarian rule, the transformation of racial ideology into policy, Hitler's foreign policy as prelude to war, World War II, and the Holocaust. Cross-listed as HIST 353. Spring.

IIHGS 355 Religion and Violence
An in-depth study of the links between religion and violence, examining the Holocaust as a paradigmatic case while exploring other representative cases of religious violence. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring, even years.

IIHGS 356 The Holocaust and the Christian World
Explores relationship between Christianity and Judaism with special attention to historic antipathies, their role in preparing European culture for the Holocaust, and mixed legacies of contempt and good will that distinguished Christian persecution, resistance, and rescue during the Third Reich. Analyzes responses to this difficult history and its ongoing impact. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring, odd years.
HGS 373 Race, Disability, and Eugenics
An examination of the history of the 19th- and 20th-century eugenics movement in the United States and Europe. Efforts to "improve" humanity by selectively controlling or eliminating individuals deemed socially undesirable because of race or disability will be investigated by exploring science, legislation, and popular culture. Cross-listed as HIST 373. Fall, odd years.

IHHGS 381 Human Trafficking Across the Globe
An investigation into the global problem of human trafficking, beginning with ancient societies and ending with contemporary forms of trafficking and slavery. Explores the roles of war, genocide, colonialism, and globalization in allowing human trafficking to flourish and analyzes why and how it persists today. Prerequisite: 24 ISP credits, including ITW 101 and QL. Spring.

HGS 382 Transitional Justice
Investigates the possibilities and limitations of justice and reconciliation in societies emerging from a recent history of genocide, mass violence, and political repression. Explores the uses of truth commissions and trials in transitional societies, as well as the roles of civil society, political elites, and international actors. Spring.

HGS 390 Studies
Examines a selected subject or theme in Holocaust and/or genocide at an intermediate level. May be repeated as subjects or themes change. Occasionally.

HGS 427 Rwandan Society and Genocide
This course involves intensive sociological study of Rwandan society, with a particular focus on its 1994 genocide. Topics include historical, social, and cultural background; assessment of theoretical explanations for the genocide; the extent of international intervention to stop it; and post-genocide social institutions and culture. Prerequisite: IHHGS 255 or SOC 305, or permission of instructor. Cross-listed as SOC 427. Spring, even years.

HGS 490 Advanced Special Topics
Advanced interdisciplinary exploration of a specific issue or theme not covered in depth by the regular curriculum. Content will vary, but builds on foundations acquired in prior study. Prerequisite: Either IHHGS 252/IHHIST 252 or IHHGS 255, and permission of instructor. Occasionally.

HGS 494 Senior Honors
Aimed at an original research or creative project in Holocaust and/or Genocide Studies. Under the guidance of a faculty sponsor and committee, student will develop, research, and publicly present an individualized project on a topic jointly selected with the sponsor. Prerequisites: Senior standing; IHHGS 252/IHHIST 252, IHHGS 255, HGS 495; both overall and subject area GPA of 3.5 or above; approval by faculty in HGS Department.

HGS 495 Seminar
Students will investigate both secondary and primary source material to provide an in-depth analysis of one or more key issues related to the Holocaust and select cases of genocide. They will demonstrate the ability to think critically, and write and speak effectively. May be repeated for credit as topics change. Prerequisites: Junior or senior status as HGS major or minor. 12 or more credits in HGS, IHHGS, or IHHGS that must include IHHGS 252 and IHHGS 155, or permission of instructor. Fall.

HGS 497 Internship
1-8 credits
Focus is on a student researching, organizing, and writing about a Holocaust or genocide-based topic in cooperation with the Cohen Center for Holocaust and Genocide Studies or some other society, resource center, museum, or foundation dedicated to Holocaust and/or genocide studies. May be repeated for a total of 8 credits. Prerequisites: IHHGS 252/IHHIST 252 or IHHGS 155, and permission of instructor. Occasionally.

HGS 498 Independent Study
1-8 credits
In-depth study of a topic or problem selected and pursued in consultation with a faculty member. Design will be at the faculty member's discretion. May be repeated for a total of 8 credits. Prerequisites: IHHGS 252/IHHIST 252 or IHHGS 155 and one 300-level or higher HGS course, and permission of instructor. Occasionally.
Honors Program

HNRSTW 101 Honors Thinking and Writing
This Honors course introduces students to skills and ways of thinking essential to intellectual inquiry. Students will pose a creative and complex question; investigate it with critical analyses of reading, research, and data; and use appropriate research techniques and documentation to produce a substantial writing project. Prerequisite: Admission to the College Honors Program.

HNRSA 290 Honors Arts
Honors courses in the arts will present content-specific titles and descriptions when they are approved by the Honors Program Advisory Council. They will meet Integrative Studies Program outcomes and Honors Program outcomes appropriate to the course. Prerequisite: Admission to the College Honors Program and ITW or HNRSTW.

HNRSH 290 Honors Humanities
Honors courses in the humanities will present content-specific titles and descriptions when they are approved by the Honors Program Advisory Council. They will meet Integrative Studies Program outcomes and Honors Program outcomes appropriate to the course. Prerequisite: Admission to the College Honors Program and ITW or HNRSTW.

HNRSN 290 Honors Natural Sciences
Honors courses in the natural sciences will present content-specific titles and descriptions when they are approved by the Honors Program Advisory Council. They will meet Integrative Studies Program outcomes and Honors Program outcomes appropriate to the course. Prerequisite: Admission to the College Honors Program and ITW or HNRSTW.

HNRSS 290 Honors Social Sciences
Honors courses in the social sciences will present content-specific titles and descriptions when they are approved by the Honors Program Advisory Council. They will meet Integrative Studies Program outcomes and Honors Program outcomes appropriate to the course. Prerequisite: Admission to the College Honors Program and ITW or HNRSTW.

HNRS 301 Global Engagement
Intensive interdisciplinary immersion in a cultural experience outside the United States. Through cohort-based research and learning, students reflect on their roles and responsibilities as global citizens. Readings, discussions, and on-site projects analyze artistic, social, political, and/or environmental issues facing their host country. Must be completed before fall of senior year. Enrollment limited to 12. Prerequisite: Admission to College Honors Program or permission of instructor.

HNRSI 401 Interdisciplinary Senior Seminar
This course selects a specific cultural, aesthetic, scientific, historic, social, or political problem, issue, or question. Students bring together the resources of multiple disciplines, augmented by appropriate materials, methods, or theories, to address the course topic. Discussion-based seminar or small-group format; requires significant scholarly research project or other appropriate artifact. Prerequisites: 24 credits in ISP, including ITW 101 or HNRSTW 101, QL, and admission to College Honors Program. Fall.

Human Performance and Movement Science

HPPE 100 Issues in Physical Education
Explores contemporary issues in education, the work of teachers, and the role of physical education in public schools. Examines historical events that have influenced physical education as a profession. Introduces the Danielson Framework for Teaching. Designed for students who intend to major in Physical Education, Teacher Certification option. Fall.

HPAT 140 Introduction to Athletic Training
2 credits
An introduction to a broad range of concepts in the athletic training profession, including information on formal application to the major. Designed to introduce students to the clinical education component through pre-professional observation hours outside of class time. Lecture. Prerequisites: Declared Athletic Training major or permission of instructor. Fall, Spring.
HP 141 Wellness from Theory to Practice
Examines a broad range of health issues to develop basic knowledge related to strategies to prevent illness and optimize overall health and quality of life. Implements concepts of wellness, health and fitness behaviors. Includes semester-long behavior change project. Designed for students intending to major in Athletic Training. Lecture and labs. Prerequisite: Permission of instructor. Fall.

HP 150 Beginning Swimming
1 credit
Students acquire basic knowledge, skills, and techniques in swimming. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 152 Aquatics Conditioning
1 credit
Students acquire basic knowledge, skills, and techniques in Aquatics Conditioning. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 154 Lifeguard Training
2 credits
This course provides an opportunity for students to acquire basic knowledge, skills, and techniques in Lifeguard Training. Designed for non-HPMS majors. Graded Pass/Fail. Candidates must pass a swimming competency test given on the first day of class. If certification is desired, there will be an additional fee. Occasionally.

HP 155 Water Safety Instructor
2 credits
This course provides an opportunity for students to acquire basic knowledge, skills, and techniques in Water Safety Instructor. Designed for non-HPMS majors. Graded Pass/Fail. Candidates must pass a written water safety exam and a swimming competency test on the first day of class. If certification is desired, there will be an additional fee. Occasionally.

HP 160 Cardiovascular Fitness
1 credit
Students acquire basic knowledge, skills, and techniques in Cardiovascular Fitness. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 161 Strength Training
1 credit
Students acquire basic knowledge, skills, and techniques in Strength Training. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 163 Yoga
1 credit Develops skill and knowledge related to beginning-level postures, breath work, and simple meditation techniques. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 177 Golf
1 credit
Students acquire basic knowledge, skills, and techniques in Golf. There will be an additional "greens" fee. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 181 Tennis
1 credit
Students acquire basic knowledge, skills, and techniques in tennis. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.
HP 191 Standard First Aid/CPR
1 credit
First aid and CPR for the Professional Rescuer procedures for certification. If certification is desired, there will be an additional fee. Graded Pass/Fail. Fall.

HP 200 Applied Kinesiology
Study of the skeletal and muscular systems as applied to physical education activities. Mechanical analysis of basic motor patterns and sports skills using video and high-speed film. Lecture and labs. Prerequisites: BIO 230 or permission of instructor. Fall, Spring.

HP 201 Physiology of Exercise
The study of physiological principles and adaptations to exercise and physical activity. Focuses on the scientific evaluation and understanding of immediate and long-term effects of exercise on the human body. Emphasis placed on the muscular, cardiovascular, endocrine, and respiratory systems. Lecture and labs. Prerequisites: BIO 230 and BIO 232 or permission of instructor. Fall, Spring, Summer.

HP 210 Principles of Coaching
Course highlights coach’s role and application of interdisciplinary knowledge from psychology, sociology, and physiology toward development of the individual or team for athletic performance. An understanding of sport psychology, legal liability, teaching skills, daily and seasonal planning, physical training methods, and integration of the whole individual and team is emphasized. Prerequisites: Exercise Science major or Physical Education major. Spring.

INHP 220 Physical Activity and Disease
An introduction to human physiology and the epidemiological evidence in regards to physical activity’s relationship with hypokinetic diseases including Cardiovascular Disease, Type II Diabetes, Hypertension, Hyperlipidemia, Stroke, Cancer, Obesity and Mental Health. The course will integrate course content, epidemiological research review, and critical thinking to interpret physiological information concerning the human body adaptations due to physical activity on overall human health. Summer

HP 240 Emergency Medical Technician
Based on the curriculum established by the U.S. DOT for Emergency Medical Technician (EMT-Basic) and authorized by the State of New Hampshire-Bureau of Emergency Medical Services (EMS). Topics include patient evaluation, treatment for trauma and emergencies, and infection control procedures. Lecture and labs. Proof of current certification in CPR at the professional rescuer level. Prerequisite: Athletic Training major. Taken concurrently with HP 242. Occasionally.

HP 242 EMT Practicum
2 credits
This laboratory/supervised experience provides opportunities for students to be formally assessed and to participate in clinical experiences with emergency department and ambulance service. Students have the option to take the NH-EMS Practical Examination and the National Registry Written Examination for EMT-Basics. Passage of both these examinations leads to national certification as an EMT-Basic. Proof of current certification in CPR at the professional rescuer level. Prerequisites: Athletic Training major. Taken concurrently with HP 240. Occasionally.

HPEX 250 Introduction to Exercise Science
An introduction to the field of Exercise Science, and to fundamental exercise training techniques. Topics covered include introduction to the field and careers of Exercise Science, appropriate cardiovascular exercise guidelines, the effect of physical activity on health, introduction to resistance training exercises and guidelines, resistance and plyometric training technique, and overall benefits of exercise. Prerequisites: Exercise Science Major, or permission of instructor. Fall, Spring.

HPPE 255 Developmental Movement
2 credits
Develops skill and knowledge to perform and teach fundamental motor skills and teach low organization games. Teaching emphasis on demonstration/explanation of basic skill, transition to skill practice with individual feedback, and incorporating cognitive objectives. Prerequisite: PE major and permission of instructor. Fall.
HPPE 256 Rhythms
2 credits
Develops skill and knowledge to perform and teach selected rhythmic activities. Teaching emphasis on cueing. Prerequisites: HPPE 360 and PE major, and permission of instructor. Spring, odd years.

HPPE 260 Total Fitness
2 credits
Develops skills and knowledge related to concepts and assessment of health-related fitness in a physical education setting. Teaching emphasis on leading warm-up. Prerequisite: PE major, and permission of instructor. Fall.

HPPE 261 Fitness Curriculum for K-12 Learners
2 credits
Develops skill and knowledge to teach health-related fitness concepts and activities in a physical education setting. Teaching emphasis will be on demonstration/explanation of a fitness concept and transition to activity with individual feedback, with use of technology. Prerequisites: HPPE 260 and PE major, and permission of instructor. Fall.

HPPE 267 Individual Activities
2 credits
Develops skill and knowledge needed to perform and teach selected individual activities. Teaching emphasis on review of basic skill and transition to skill practice with group and individual feedback. Prerequisite: PE major, and permission of instructor. Fall, even years.

HPPE 268 Outdoor Pursuits
1 credit
Develops basic knowledge and skills to provide safe outdoor leisure activities appropriate in a physical education setting. Prerequisites: HPPE 360 and PE major, and permission of instructor. Spring, even years.

HPPE 277 Invasion Games
Develops skill and knowledge needed to play and teach invasion games. Teaching emphasis on demonstration/explanation of basic skill. Prerequisite: PE major, and permission of instructor. Fall.

HPPE 278 Net/Wall Games
2 credits
Develops skill and knowledge needed to play and teach net and wall games. Teaching emphasis on demonstration/explanation of basic skill and transition to skill practice with group feedback. Prerequisite: PE major, and permission of instructor. Spring.

HPPE 281 Fielding/Striking/Target Games
Develops skill and knowledge to perform and teach fielding/striking and target games. Teaching emphasis on demonstration/explanation of basic skill and transition to skill practice with individual feedback. Prerequisite: PE major, and permission of instructor. Fall.

HPPE 283 Educational Gymnastics
1 credit
Develops skill and knowledge to perform and teach educational gymnastics. Teaching emphasis on demonstration/explanation of basic skill and transition to skill practice with individual feedback. Prerequisites: PE major, and permission of instructor. Fall, even years.

HPAT 284 Injury Prevention Strategies
2 credits
A lab designed to provide an introduction to evidence-based practice concepts and their application to prevent the incidence and/or severity of injuries. Skill development specific to prevention procedures, protective equipment, and prophylactic
procedures (including taping, wrapping, and bandaging). Prerequisites: HPAT 140 and HP 141 or PH 101 and declared Athletic Training major. Fall.

**HP 290 Special Topics**

*1-6 credits*

Study of a selected topic in physical education. May be repeated as topics change. Prerequisite: HPMS major, or permission of instructor. Fall, Spring.

**HPAT 294 Athletic Training: Foundations Practicum**

*1 credit*

The seminar introduces theoretical foundations of practice and establishes the knowledge, attitudes, and skills required in the field. Supervised clinical observations focus on the primacy of the patient, a collaborative approach to clinical practice, cultural competence and professionalism. Proof of current certification in CPR at the Professional Rescuer level. Prerequisites: HPAT 140 and HP 141 or PH 101 and Athletic Training major. Fall, Spring.

**HP 298 Independent Study**

*1-8 credits*

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits. Fall, Spring.

**IIHP 310 The Psycho-Social Aspects of Sport**

The purpose of this course is to present an interdisciplinary approach to sport that will challenge students to critically reflect and discuss sport from psychological and sociological perspectives. The central focus of the course is to understand how these perspectives and experiences interconnect our personal and societal viewpoints of sport today. Prerequisites: 24 credits in ISP, including ITW 101 and QL.

**IIHP 311 Outdoor Recreational Leadership**

This interdisciplinary course will explore outdoor recreational leadership qualities, styles, and group dynamics from multiple perspectives (physical education/communication). Additional focus is placed on experiential learning and examinations of selected program activities. Students develop, lead, and evaluate activities based on varying participant requirements, and earn a Leave No Trace certification. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Summer.

**HPEX 332 Exercise Testing and Programming**

The principles of exercise testing in all five components of health-related fitness, using nationally accepted assessment tools and standards. Designing and implementing exercise programs based on testing results for apparently healthy adults and those with chronic conditions. Prerequisites: Exercise Science major, and HP 201. Fall, Spring.

**HPEX 335 Advanced Strength and Conditioning**

Examination and application of strength training and conditioning principles to enhance individual fitness and sport performance. Students develop skills in strength training, conditioning, and exercise leadership to improve individual and group fitness levels. National certification preparation is emphasized. Prerequisites: Exercise Science major, HP 200, HPEX 250, or permission of instructor. Fall, Spring.

**HP 340 Epidemiology of Physical Activity and Injury**

An introduction to the principles and methods of epidemiology and their applicability in the field of Athletic Training and Exercise Science. Students will examine factors governing health and disease. Students will be expected to critically interpret the epidemiologic literature relevant to health professionals and active populations. Prerequisites: HPAT 341, and Athletic Training Major, or permission of instructor. Spring.

**HPAT 341 Recognition of Sport-related Injuries and Illness**

An introduction to the primary mechanisms of athletic injuries, psychological response to injury, and the inflammatory process. Material specific to identifying etiology, signs, and symptoms of common sport-related injuries and illness. Students will be expected to critically interpret athletic training literature relevant to active populations. Prerequisites: BIO 230 and HP 141 or PH 101, or permission of instructor. Fall.
HPAT 342 Therapeutic Intervention I
Provides theoretical knowledge and skills in manual and mechanical therapeutic modalities used in the intervention of orthopedic injuries. Knowledge necessary to identify, apply, and evaluate current evidence to support clinical care reflective of maximize patient outcomes. Includes mechanical modalities and manual techniques to control inflammatory response and pain, restore joint mobility, muscle extensibility, and function. Lecture and labs. Prerequisites: HPAT 383, and Athletic Training major, or permission of instructor. Fall.

HPAT 343 Therapeutic Interventions II
Provides knowledge and skills in physical rehabilitation used in the intervention of orthopedic injuries. Knowledge necessary to identify, apply, and evaluate current evidence to support clinical care reflective of maximize patient outcomes. Includes modalities and techniques to improve health-related and performance-related components to return to high level activity. Lecture and labs. Prerequisites: HPAT 342, INPHYS 141 and Athletic Training major, or permission of instructor. Spring.

HP 344 Sports Nutrition
An introduction to Sports Nutrition, including the digestion, absorption, and assimilation of food nutrients; bioenergetics in training; optimal nutrition for sports and exercise; thermoregulation and fluid balance; body composition, weight control, and disordered eating. Prerequisites: HP 201, and Athletic Training, Exercise Science, or PE major, or permission of instructor. Fall, Spring.

HPPE 360 Teaching Physical Education
Developmental characteristics and needs in relation to physical education and curriculum planning. Emphasis on the development of effective teaching skills including planning and preparation, the classroom environment (classroom management and interpersonal relationships), instruction, and professional responsibilities. Prerequisites: HPPE 100, PSYC 311, PE major, and permission of instructor. Fall.

HPPE 361 Adapted Physical Education
Treats legal issues and the concept of inclusion as they apply to the physical educator. Motor and perceptual motor development, screening/assessment, and programming. Adaptation of physical education activities to meet special needs of students. Individual child work included. Prerequisites: HPPE 360, PE major, and permission of instructor. Fall.

HPPE 362 Organization and Administration of Physical Education Programs
Issues related to the organization and delivery of PE programs including philosophy, licensure, program standards, curricular approaches to programming, collaboration, advocacy, and behavior, resource, and risk management. Prerequisites: HPPE 360 and PE major. Spring.

HPPE 363 Assessment of K-12 PE Learners
2 credits
Overviews the purpose of evaluation in K-12 physical education programs. Program standards and various methods of evaluation are examined. Emphasis is placed on designing effective assessment tools that are aligned with program objectives as well as methods for using and reporting results. Prerequisites: HPPE 360 and PE major, Teacher Certification option, Admission to Educator Preparation. Spring.

HPEX 371 Practicum: Coaching
1-6 credits
Provides an experience in coaching within a public school or recreational sport program designed to give the students an opportunity to plan, implement, and evaluate selected activities such as practice sessions, conditioning programs, and game strategies. Maximum of 6 credits. Prerequisites: Exercise Science major and HP 210. Fall, Spring.

HPEX 372 Practicum: Exercise Leadership
Designed to provide students with a practical setting to apply the knowledge and skill learned throughout the Exercise Science program. Students will practice testing, planning, and facilitating exercise programs for individuals as well as groups. Prerequisite: Exercise Science major and HPEX 332. Fall, Spring.
HPPE 374 Child and Youth Physical Activity Practicum 1
This course is designed to provide students the opportunity to organize, plan and assess secondary level physical education programs and gain practical teaching experience at the secondary level prior to student teaching. Prerequisite: PE major and permission of instructor. Fall.

HPPE 375 Practicum: Teaching Elementary
Provides an opportunity for students to plan, teach, and evaluate Physical Education lessons and units at the elementary school level, apply knowledge of elementary school children, and understand the role of Physical Education within the school curriculum. Prerequisites: HPPE 255, HPPE 360 (grade C or higher), PE major, Teacher Certification Option, admission to Educator Preparation, and current certification in CPR for the Professional Rescuer and Standard First Aid. Cannot be taken concurrently with HPPE 375. Spring.

HPPE 376 Practicum: Teaching Secondary
Provides an opportunity for students to plan, implement, and evaluate secondary level Physical Education programs, gain knowledge of the school environment, and develop an understanding of the social and psychological dynamics experienced by novice teachers. Prerequisites: HPPE 360 (grade C or higher), PE major, Teacher Certification option, admission to Educator Preparation, and current certification in CPR for the Professional Rescuer and Standard First Aid. Cannot be taken concurrently with HPPE 375. Fall.

HPAT 383 Clinical Examination Strategies
2 credits
A lab designed to provide the opportunity to research and develop evidenced-based practice concepts and their application to the evaluation process to develop clinical reasoning skills. Skills focus on a comprehensive review of all systems as well as focusing on the clinical diagnosis of the lower extremity and axial region. Proof of current certification in CPR for the Professional Rescuer. Prerequisites: HP 200, HPAT 341, and Athletic Training major. Spring.

HPAT 384 Advanced Clinical Examination
2 credits
A lab designed to provide advanced understanding of evidence-based practice concepts and their application to the evaluation process to develop clinical reasoning skills. Skills focus on the clinical diagnosis of the upper extremity, spine, and head/face, as well as introducing evidence-based diagnostic tools. Prerequisites: HPAT 383 and Athletic Training major, proof of current certification in CPR for the Professional Rescuer. Fall.

HPAT 385 Emergent Care Strategies
2 credits
A lab designed to critically examine the body of knowledge in athletic training and related fields to enhance knowledge and skills in planning, examination, and immediate emergent management of acute injuries and illnesses. Proof of current EMT Certification. Prerequisites: HPAT 384 and Athletic Training major. Spring.

HPAT 441 Pharmacology and Pathology for Athletic Trainers
Provide an understanding of basic physiological mechanisms underlying illness and disease. Discussion of the pathophysiology associated with general medical conditions to facilitate the student's ability to formulate a differential diagnosis and make clinical decisions and the positive outcomes associated with health promotion and disease prevention in active populations. An understanding of relevant pharmacodynamics and pharmacokinetic processes essential to recognize adverse drug interactions, patient harm, and therapeutic medications used in the treatment of sports injuries. Prerequisites: INCHEM 100, INCHEM 103, or INCHEM 111, HP 201, and Athletic Training major, or permission of instructor. Spring.

HPAT 443 Health Care Administration of Athletic Training
Provide understanding of risk management, health care delivery systems, and facility management. A focus on the laws, standards of practice, and guidelines for ethical care within traditional and non-traditional athletic training practice settings. Introduction to professional responsibilities, management and leadership within the Athletic Training profession. Prerequisites: Senior standing and Athletic Training major, or permission of instructor. Spring.
HPAT 445 BOC ATC Examination Preparation and Review

1 credit
A review designed to examine each student’s body of knowledge in athletic training. The seminar is focused on identifying strengths and weaknesses within the practice domains of the profession and to review and prepare students for the BOC ATC Board Examination. Must be enrolled in last semester at KSC. Prerequisites: Athletic Training major and permission of instructor. Graded Pass/Fail. Fall or Spring.

HP 460 Experimental Design and Analysis for Physical Education

Introduction to practical methods and techniques for experimental design and analysis. Topics include simple distributions, correlation, regression, basic statistical tests (both parametric and nonparametric), analysis of variance through factorial analysis, and analysis of frequencies. Prerequisite: HP 340, or permission of instructor. Fall, Spring.

HPEX 472 Exercise Science Externship

4-12 credits
A supervised experience designed to provide the advanced student an opportunity to gain experience and practical knowledge in an exercise-related facility. The student will practice planning, supervising, and mentoring individuals of all health backgrounds in all aspects of fitness and health. Prerequisite: Exercise Science major and HPEX 372. Fall, Spring.

HPPE 474 Child and Youth Physical Activity Practicum 2

6 credits
Provides an opportunity for students to plan, implement, and evaluate physical activity programs, gain knowledge of their selected environment, and develop an understanding of the social and psychological dynamics experienced by novice professionals. Prerequisites: HPPE 374 (grade C or higher), PE major, Child and Youth Physical Activity option and current certification in Adult and Child CPR and AED. Spring.

HPPE 475 Student Teaching: Elementary

6 credits
Full-time placement in an elementary physical education setting. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Educator Preparation Office. Spring.

HPPE 476 Student Teaching: Secondary

6 credits
Full-time placement in a secondary physical education setting. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Educator Preparation Office. Spring.

HPPE 477 Student Teaching Seminar

Issues faced by physical education professionals in schools including but not limited to school policies and procedures, behavior management, record keeping, assessing student performance, student equity, collaboration, technology, advocacy, professional development, licensure, job search, interview skills. Corequisites: HPPE 475 and HPPE 476. Spring.

HPAT 483 Athletic Training: Clinical I

A supervised field-based experience in athletic training linking theory to practice. Focus on the use of evidence-based practice as a foundation for the delivery of care. Seminar focused on assessment of clinical integration competencies on prevention and clinical diagnosis and psychosocial strategies. Cannot be taken concurrently with participation in varsity or club sport. Proof of current certification in CPR for the Professional Rescuer and EMT Certification. Prerequisites: HPAT 294, and Athletic Training major. Fall.

HPAT 484 Athletic Training: Clinical II

A supervised field-based experience in athletic training linking theory to practice. Focus on the use of evidence-based practice as a foundation for the delivery of care. Seminar focused on assessment of clinical integration competencies on clinical diagnosis, acute care, and therapeutic interventions. Cannot be taken concurrently with participation in varsity or club sport.
Proof of current certification in CPR for the Professional Rescuer and EMT Certification. Prerequisites: HPAT 483, and Athletic Training major. Spring.

HP 490 Advanced Special Topics
1-8 credits
Study of a selected topic in Physical Education at an advanced level. May be repeated as topics change. Prerequisite: PE major or permission of instructor. Fall, Spring.

HPEX 492 Exercise Science Seminar
A research-based capstone course intended to allow students to research, present, and discuss current topics within the health, performance, fitness, and nutrition fields. Prerequisites: Exercise Science major and HPEX 332, or permission of instructor. Fall, Spring.

HPAT 493 Athletic Training: Advanced Clinical
6 credits
A clinical capstone course with an intensive field experience providing the advanced student with an opportunity to demonstrate analytical decision-making and refine evidence based clinical application prior to certification. Cannot be taken concurrently with participation in varsity or club sport. Cannot be taken concurrently with HPAT 494 without permission of the athletic training program coordinator. Proof of current certification in CPR for the Professional Rescuer and EMT Certification. Application to enroll. Prerequisite: HPAT 484, Athletic Training major. Fall, Spring.

HPAT 494 Athletic Training: Advanced Practicum
2 credits
A supervised experience designed to provide exposure to allied health and medical professionals allowing students to function as members of interdisciplinary teams. Clinical exposure in rehabilitation, orthopedics and primary care provide an opportunity to demonstrate clinical integration competency at the pre-professional level. Students are required to disseminate knowledge in athletic training to fellow athletic trainers' students with a professional presentation. Cannot be taken concurrently with HPAT 493 without permission of the athletic training program coordinator. Proof of current certification in CPR for the Professional Rescuer, EMT Certification. Prerequisites: HPAT 343, HPAT 441 and Athletic Training major. Fall, Spring.

HP 498 Independent Study
1-8 credits
Advanced independent study. The student completes a written research project under supervision of a HPMS faculty member who, in consultation with the dean of Sciences, Sustainability, and Health, determines the credit value. May be repeated for a total of 8 credits. Prerequisites: Athletic Training or Exercise Science or Physical Education major and permission of instructor. Fall, Spring.

Information Studies

IIINFO 110 Information Environment
An exploration of the interdisciplinary field of information science, including information seeking behavior, information as a commodity, digital divide, information overload, information privacy and accessibility. Students engage in critical dialogue about the complexities of the current and evolving information environment to become effective and ethical consumers and users of information. Fall.

IIINFO 210 History of Recorded Info
How do we create, maintain, and preserve information for personal, historical, and societal purposes? This interdisciplinary course draws from information science, book history, and communication, to explore the evolution of writing and recordkeeping by organizations, government, and individuals, and the impact of different technologies on print and digital recorded information. Spring.
INFO 310 Information Policy
This course explores conceptual, historical, institutional, and legal foundations of contemporary information policy. Students focus on five key information policy domains: telecommunications and network development; competition, concentration, and freedom of expression; intellectual property in the information industries; privacy, security, and freedom of information; and collaboration and innovation policy. Prerequisite: 24 credits earned. Spring.

INFO 320 Participatory Cultures
How do we engage in information creation in ethical ways? How do online groups help produce information? This interdisciplinary course draws from information science, communication, and education, allowing students to produce digital content as a means of self-discovery, self-expression, and community engagement while considering the ethics of knowledge creation. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

INFO 490 Advanced Special Topics in Information Studies
Intensive study of selected topics in Information Studies. May be repeated as topics change. Fall, even years.

INFO 498 Independent Study
1-4 credits
Advanced individual study of an issue, problem, or topic related to information studies under the direction of a faculty member. Repeatable for a maximum of 8 credits. Prerequisite: Permission of instructor. Fall, Spring.

Integrative Studies

FOUNDATION COURSES

IQL 101 Quantitative Literacy
Students will develop the skills and habits of mind needed to work with quantitative information in daily life: numbers in the news, taxes, debt, inflation, probability. Emphasizes real-world, open-ended situations. Topics include estimation, algebraic reasoning, linear and exponential models, descriptive statistics, and spreadsheets. Fall, Spring.

ITW 101 Thinking and Writing
Introduces students to skills and ways of thinking essential to intellectual inquiry. Students will pose a creative and complex question; investigate it with critical analyses of reading, research, and data; and use appropriate research techniques and documentation to produce a substantial writing project.

PERSPECTIVE COURSES

IAART 100 Foundations of Design
Study of primary visual design concepts through series of lectures and projects that explore two- and three-dimensional design, and the language of color. Emphasis is on the interaction of these elements in relation to composition and the development of visual literacy. Not open to students who have completed ART 101. Fall and Spring.

IAART 103 Three-Dimensional Design
A comprehensive exploration of the properties of natural and human-made volumes and spaces. Projects involve sculptural objects, and architectural and environmental design. Studio projects are completed outside of class. Fall and Spring.

IAART 105 Graphic Design Process
This course is an investigation of the role of graphic design in the visual environment. Students explore a variety of conceptual and production methodologies to create effective visual communication. Annually.

IAART 110 Introduction to Art History
General survey of the history of art and architecture from the ancient to modern periods. The course will explore the roles of the artist, art patron, and viewer in society, and feature in-depth analysis and contextual interpretation of works from a select number of world cultures, regions, and stylistic traditions. Fall, Spring.
IAART 120 Drawing I
The practice of representational drawing emphasizing linear and form description with drawing media. Develops skills for all students, including Art majors. Not open to students who have completed ART 125. May be repeated for credit with permission of instructor. Fall, Spring.

IAART 207 Ceramics and Culture
Through projects, demonstrations, and visual media (slides, videos, etc.), students will investigate differing methods of working with clay such as hand-building, wheel-throwing, and surface techniques. Students will research ceramic art in its global socio-historical contexts. For non-Art majors only. Annually.

IAART 227 Painting Materials and Culture
Through projects, demonstrations, and visual media, students will investigate differing historical methods of working with paint such as encaustic, egg tempera, fresco and oil. This course will explore the pigments, binders and supports for these methods and how they have changed due to economic and technological advancements. Annually.

IAART 300 Color Design and Site-Specific Painting
Explores the language of color and two-dimensional design, and surveys the history of painted murals and other wall ornamentation. Students complete a site-specific mural on campus. For non-Art majors only. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

IAART 332 Printmaking - Nature and Color
Through projects, demonstrations, and visual media, students will investigate the color linocut printmaking process. Emphasis will be placed on developing microscopic biological imagery in relation to natural design and color. Color theory will be explored through contemporary print practice and the history of printmaking, including 19th century Japanese prints. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

IAART 391 Global Perspectives
Art history topics vary and could include the exploration of non-Western visual cultures, non-traditional artistic media, or critical themes (postcolonialism, gender, institutional critique, political theory, etc.) as they relate to globalization and the visual arts. May be repeated as topics change. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IAENG 202 Creative Nonfiction Writing
Introduction to the basic strategies and techniques of writing creative nonfiction. Extensive writing and reading of creative nonfiction will be discussed in class. Opportunity to develop creative and critical writing skills through assignments and independent work. Fall, Spring.

IAENG 204 Creative Writing
Introduction to the basic strategies and techniques of writing fiction and verse. Assigned exercises, accompanied by readings, are discussed in class. Opportunity to develop creative and critical skills through assignments and independent work. Fall, Spring.

IAFILM 150 Introduction to Digital Video Production
This course provides an introduction to basic filmmaking technique, aesthetics, and skills in digital media management through production of digital video projects. Students gain an understanding of the art of narrative filmmaking through emphasis on story development, cinematography, editing, directing, and sound design. Course participation demands outside-class production time.

IAFILM 330 Screenwriting
This course introduces students to the fundamentals of writing a feature-length film narrative in a proper screenplay form. Class is conducted as a series of workshops in which students study several different types of screenplays, and then do a series of projects that prepares students to write original scripts. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IAFILM 331 Storytelling in Video
This course teaches techniques of video production in relation to developing and creating stories. Students will focus on concepts, aesthetics, and techniques as they produce visual narratives. Course participation demands outside class
production time. Not open to Film majors except by permission of instructor. Prerequisites: 24 credits in ISP including ITW 101 and QL. Occasionally.

**IAFILM 332 Creative Digital Non-Fiction**
This course explores techniques of video production as students investigate and create documentary film. Students will focus on research, techniques, and sequencing as they create documentaries. Course participation demands outside class production time. Not open to Film majors except by permission of instructor. Prerequisites: 24 credits in ISP including ITW 101 and QL. Occasionally.

**IAMU 103 Fundamental Music Skills**
Study of concepts, skills, and techniques necessary to read and understand music. An introduction to intervals, scales, key signatures, triads, and solfège. Not available for credit toward a Music major or minor.

**IAMU 104 Listening to Music**
Analytical and critical listening to music of various historical periods. Primary attention is given to music of the European-American classical tradition as well as popular music styles. Not available for credit toward a Music major or minor. Fall, Spring.

**IAMU 112 Latin American Music Survey**
A cultural, social, and historical survey of Latin American folk and art music that emphasizes African, European, and Amerindian roots of representative regional and national styles. Students learn through readings, lectures, films, listening, and performance on indigenous instruments. Fall.

**IAMU 114 Music Cultures of the World**
A study of selected folkloric, popular, and non-Western art music traditions and their historical, social, and cultural contexts. Fall, Spring.

**IAMU 115 Women in Music**
The study of recurring issues concerning women composers, teachers, performers, and patrons, in both historical and contemporary cultures. Spring.

**IAMU 216 History of Rock and Roll**
Study of the growth and diffusion of popular music and its surrounding culture in the '50s and '60s, including concurrent historical events and movements as well as trends in other arts. Fall, Spring.

**IAMU 218 The History of Jazz**
Jazz from its origins through modern developments. Ethnic backgrounds, contributing factors, style characteristics, and interrelationships, literature, and performers. Fall, Spring.

**IAMU 242 Listening to America**
This course examines the history of music in the United States, with an emphasis on 20th-century music. Students will study traditional, popular, and classical music from historical and social perspectives. Prerequisite: ITW 101. Fall, Spring.

**IAMU 312 Latin American Music, Society, and Culture**
Students will explore cultural origins, diversity, and the role of music by using examples from various representative regions of Latin America. Prerequisite: 24 ISP credits, including ITW 101 and IQL 101. Spring.

**IAMU 330 Music of Africa & the Diaspora**
Connecting the music of Africa and the Americas, this course looks at traditional African music; contemporary African popular styles such as soukous, highlife, afrobeat, and mbaqanga; music from Cuba, Haiti, Brazil, Martinique; and African American styles from early folk music to gospel, blues, R&B and funk. Prerequisite: 24 credits in ISP, including ITW 101 and QL.
IAMU 340 Engagement in the Arts
Active participation and research into local community arts organizations. Emphasis on the impact of volunteering and community engagement. Includes research project, volunteer hours and independent work. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IAMU 407 Teaching Music to Children
This course will address the influence of music on children from a variety of perspectives in both music and education. Students will develop skills in singing, listening, creating, playing classroom instruments, and leading music activities. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IAMU 417 Avant Rock
Presented in a seminar format, this course involves a study of how experimentalism and avant-garde developed in the context of rock music. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

IATAD 100 Theatre: The Art of Imagination
We humans have an elemental need for make-believe. This course explores the use of imagination in the creation of theatrical events using hands-on creative projects and traditional lecture/discussion. Topics include historical and global perspectives, acting, designing, directing, and playwriting. Attendance at specific Redfern Arts Center productions is mandatory. Fall, Spring.

IATAD 102 Acting: Identity and the Creative Process
This experiential course explores the fundamentals of the art and craft of acting. Our work will include play and performance analysis, class exercises, and collaborative projects. Fall, Spring.

IATAD 113 Dance As A Way of Knowing
This experiential dance course addresses issues of identity, culture, and ethics through personal movement exploration and analysis of master works from turning points in modern dance history. Includes dance technique, composition, and research methods from the field of performance studies. Fall, Spring.

IATAD 370 Playwriting
The art and craft of the playwright. Students will be involved in the creation of a dialogue text using Dramatic Imagination. Students will study structure and techniques of writing for dramatic forms, primarily theatrical forms. Students will complete writing exercises as well as preliminary drafts and a completed script. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

IATAD 372 Arts Management: Organizations and Entrepreneurship
Students will be introduced to different ways arts companies are structured and managed, with a focus on not-for-profit organizations. The course will provide an in-depth exploration of opportunities for creating start-up arts businesses, combining projects tailored to individual students' interests, case studies, and discussion. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

IATAD 374 Arts Management: Marketing, Development, and Communication
Students will be introduced to how arts organizations communicate with different constituencies, both internal and external. The course will cover marketing, communication, development/fundraising, and social media, combining projects tailored to individual students' interests, case studies, and discussion. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

HUMANITIES COURSES

IHAMST 140 What Is American Studies?
Explores historical and contemporary issues from American culture(s). Topics may include nationhood, identity, and cultural production. Annually.

IHAMST 248 Cultures of Northern Plains Indians
An introduction to American Indian studies through the perspectives of Northern Plains Indians, focusing on Plains Indians' literature, music, art, Indian law, history, and philosophy. Prerequisite: ITW 101. Annually.
IHAMST 291 Special Topics
Course examines topics through perspectives and approaches drawn from the field of American Studies. May be repeated as topics change. Fall, Spring.

IHAMST 372 Readings in American Studies
Examines primary, theoretical, and critical materials related to American Studies. May engage historical, philosophical, artistic, and literary issues in American culture(s). Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

IHCOMM 171 Public Speaking
Through experience in a variety of speaking situations, students gain self-confidence in the organization of thought and self-expression. Fall, Spring.

IHENG 191 Readings in Literature
An introduction to topics in literary studies for non-majors. Fall.

IHENG 195 The World, the Text, and the Reader
An introduction to the literary arts of reading and writing, with an emphasis on discussing particular themes, topics, or texts. Fall, Spring.

IHENG 220 Readings in British Literature
Examines a particular period or literary movement, works of a particular author or group of authors from the British Isles, or a recurring theme in fiction or other literary forms. Prerequisite: ITW 101. Fall, Spring.

IHENG 240 Readings in American Literature
An introduction to significant writers of the United States and their work, which may include fiction, drama, poetry, and nonfiction prose. May explore a particular theme, period, genre, or group of writers. Prerequisite: ITW 101. Fall, Spring.

IHENG 250 Readings in Continental Literature
Examines 18th- to 21st-century European literature in historical and cultural contexts. Prerequisite: ITW 101. Annually.

IHENG 251 Literature of the Holocaust
Examines the culture of European Jews before the Holocaust and literature that reflects the destruction of that culture in World War II. Includes texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, Imre Kertesz, and Jurek Becker. Prerequisite: ITW 101. Cross-listed as IHHGS 251. Spring.

IHENG 260 Readings in World Literature
Reading and discussion of selected literary texts from the ancient to the modern world. Course will investigate literary production and reception in relation to historical, social, religious, economic, biographical, or textual contexts. May be repeated once as topics change. Prerequisite: ITW 101.

IHENG 286 Children’s Literature
Reading and discussion of representative texts and illustrations from the genres of children’s literature, such as folklore, fantasy, contemporary realistic fiction, historical fiction, biography, poetry, and information books. Prerequisite: ITW 101. Fall, Spring.

IHENG 391 Studies in Literature
A course in literary genre and theme for nonmajors. This course will explore the distinctive features of one or more literary genres and themes. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (Not open for credit toward the English major.) Annually.

IHENG 392 The Writer and the World
An in-depth study of a particular author’s work. Emphasis is placed on the importance of context (social, historical, economic, cultural). Prerequisite: 24 credits in ISP, including ITW 101 and QL. (Not open for credit toward the English major.) Annually.
IHFILM 190 Myths and Archetypes in Film and Literature
Examines the phenomena of storytelling through film, literature and our own lives by studying the mythical structure and archetypes that have set the template for the stories we read, watch, and tell in our everyday lives. The investigations lead to a final project where students can generate creative work incorporating specific myths and archetypes.

IHFILM 260 Introduction to Film Analysis
This course is designed to equip students with the tools necessary to become critically aware and capable film viewers by introducing elements of film form, processes of textual analysis, a variety of cinematic techniques used in narrative and non-narrative cinema, and other models of critical analysis used in film criticism. Not open to students who have completed FILM 270. Fall, Spring.

IHFILM 261 Introduction to Film History
This course examines the history of narrative film's technical, aesthetic, industrial, and social development within an international context, particularly in relation to wider cultural and political movements. Film screenings and frequent writing assignments are employed to encourage critical skills in terms of cinema aesthetics and cultural criticism. Not open to students who have completed FILM 271. Fall, Spring.

IHFILM 310 Women and Cinema
Presenting the works of women film and video makers in the social, economic, and historical contexts of their production and reception, this course develops a critical understanding of women's concerns in a transnational world. Prerequisites: 24 credits in ISP courses, including ITW 101 and QL. Spring.

IHFILM 320 Movements in World Cinema
Addresses major issues in thinking about both national and international cinema in the context of globalization. By examining "global Hollywood" movies and international art cinema as well as transnational film genres, the course explores critical approaches to the intensifying flows of ideas and influences in world film culture. Prerequisites: 24 credits in ISP courses, including ITW 101 and QL. Fall.

IHFILM 330 Digital Cinema and Media Studies
This course explores how digital technologies and the rise of media conglomerates are blurring boundaries between cinema, television, video, and games. Students critically analyze the aesthetic and cultural impact of new media on moving images. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.

IHFILM 342 Topics and Genres
Examines a body of narrative and/or non-narrative films related by virtue of style, director(s), country or region of origin, or period from historical and theoretical perspectives. Prerequisites: 24 credits in ISP including ITW 101 and QL, or permission of instructor.

IHFR 100 Basic French Language and Culture
Introduction to basic skills to communicate about personal and everyday topics and exploration of cultural diversity within the contemporary French-speaking world. For students with no prior knowledge of French. Does satisfy the Arts and Humanities language requirement. Fall, Spring, Summer.

IHFR 101 Elementary French I
Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding information in newspapers and on Internet sites, and exploring the contemporary French-speaking world. For students with little or no prior knowledge of French.

IHFR 102 Elementary French II
Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and on Internet sites, and exploring contemporary issues in the French-speaking world. Students should have prior knowledge of basic French.
IHFR 103 Elementary French III
Development of skills to converse with native speakers, explore contemporary issues in the French-speaking world, narrate events in present and past tenses, and read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary French. Fall, Spring.

IHFR 200 Intermediate Readings in French
Selected readings in French from literary texts, scholarly journals, magazines, newspapers, and websites. Class discussions are mainly in English. This course meets the Arts and Humanities language requirement and does not count for the French major. Students should have an elementary knowledge of French. Fall, Spring.

IHGER 101 Elementary German I
Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding information in newspapers and on Internet sites, and exploring contemporary German-speaking Europe. For students with no prior knowledge of German.

IHGER 102 Elementary German II
Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and on Internet sites, and exploring contemporary issues in German-speaking Europe. Students should have prior knowledge of basic German.

IHGER 201 Intermediate German I
Development of skills to converse with native speakers, explore contemporary issues in German-speaking Europe, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary German.

IHGER 202 Intermediate German II
Advanced development of writing and speaking skills to discuss contemporary issues in German-speaking Europe; read newspapers, websites, and short fiction; and understand German films. Students should have intermediate-level knowledge of German. Spring only.

IHHGS 189 Judaism, Christianity, Islam
An introduction to the core beliefs, traditions, and world views of the three Abrahamic religions: Judaism, Christianity, Islam.

IHHGS 232 Introduction to Judaism
An exploration of Jewish rituals and traditions, including in-depth examination of holidays and life-cycle events utilizing historical and contemporary religious and descriptive texts. Examined will be basic theological principles of Judaism, historical and contemporary diversity within Jewish religious practice, and belief and culture. Fall.

IHHGS 233 A History of the Jews
Survey of the social, political, and cultural experience of the Jewish people throughout the world, beginning with the Roman expulsion from their homeland in 70 C.E. and working forward to the events that led to the Holocaust and the formation of the State of Israel in the 20th century. Spring.

IHHGS 251 Literature of the Holocaust
Examines the culture of European Jews before the Holocaust and literature that reflects the destruction of that culture in World War II. Includes texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, Imre Kertesz, and Jurek Becker. Prerequisite: ITW 101. Cross-listed as IHENG 251. Spring.

IHHGS 252 The Holocaust
Examines the genocide and mass murder committed by the Nazi regime during 1939-45. Also surveys long- and short-term factors, including World War I and Germany's failed post-war democratic experiment, which help explain the consolidation of a racially based totalitarian regime. Cross-listed as IHHIST 252. Spring.
IHHGS 305 History of Jewish Music
Jewish music from biblical times to the present. Includes liturgical, cantorial, holiday, folk, and concert music; Israeli, Yiddish, Klezmer, and contemporary synagogue music; choral tradition and music of the Holocaust. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Cross-listed with IHMU 305. Fall, Spring.

IHHGS 355 Religion and Violence
An in-depth study of the links between religion and violence, examining the Holocaust as a paradigmatic case while exploring other representative cases of religious violence. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring, even years.

IHHGS 356 The Holocaust and the Christian World
Explores relationship between Christianity and Judaism with special attention to historic antipathies, their role in preparing European culture for the Holocaust, and mixed legacies of contempt and good will that distinguished Christian persecution, resistance, and rescue during the Third Reich. Analyzes responses to this difficult history and its ongoing impact. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring, odd years.

IHHGS 381 Human Trafficking Across the Globe
An investigation into the global problem of human trafficking, beginning with ancient societies and ending with contemporary forms of trafficking and slavery. Explores the roles of war, genocide, colonialism, and globalization in allowing human trafficking to flourish and analyzes why and how it persists today. Prerequisite: 24 ISP credits, including ITW 101 and QL. Spring.

IHHIST 111 The Ancient and Medieval World
Examines the development of first civilizations of the Near East, South Asia, East Asia, and the Americas; ancient Greece and Rome; the growth of the Byzantine, Islamic, and Western civilizations; European imperialism in Africa, the Americas, and Asia; and religious, political, and cultural change in Europe in the early-modern era. Annually. (WPS)

IHHIST 112 The Modern World
Examines the evolution of the major civilizations of the world (Western, Middle Eastern, South Asian, East Asian, sub-Saharan African, and Latin American) from the early-modern era to the present. It focuses upon the revolutionary intellectual, political, and economic changes that occurred during this period and their effects upon the world. Annually. (WPS)

IHHIST 141 The West in the World
This course will follow the rise and spread of early civilizations from Mesopotamia, Egypt, India, and China to the political, economic, and cultural foundations of the West in ancient Greece and Rome. Course concludes with an examination of the classical age of Muslim culture during the European Middle Ages. Fall. (WPS GRC)

IHHIST 161 American Encounters to 1877
In this course, students will be exposed to a variety of American perspectives through time. Emphasis will be placed on the voices of the traditionally unheard such as the poor, women, African Americans, and American Indians. Issues of class, race, and gender will be explored from a comparative approach. (MPC WPS GRC IB)

IHHIST 162 American Encounters From 1877
In this course, students will be exposed to a variety of American perspectives through time. Emphasis will be placed on the voices of the traditionally unheard such as the working poor, women, African Americans, and Native Americans. Issues of class, race, and gender will be explored from a comparative approach. Fall, Spring. (MPC WPS GRC IB)

IHHIST 211 The Worlds of Early America
The years between 1500 and 1750 witnessed numerous encounters and conflicts as American Indians, Africans, and Europeans came into contact with one another for the first time. This course examines the new worlds in early America that resulted from these exchanges. The use of primary sources is emphasized. (WPS GRC IB)

IHHIST 220 The Crusades: Identity and Religious War in the Middle Ages
Course examines the Crusades with the aim of understanding how markers of identity and religious differentiation were used to support and perpetuate the ideology of crusade and holy war, and how cross-cultural contact eventually altered the European Christian constructs of identity that had motivated the initial 11th-century call for Crusade. Fall. (WPS GRC IB)
IHHIST 221 The Axial Age
This course will follow the emergence of world, historical, philosophical, and religious systems in India, China, Greece, and the Near East between 800 to 300 BCE. Through primary and secondary sources, students will explore the origins and development of classical Hinduism, Buddhism, Confucianism, Taoism, Platonic thought, and messianic Judaism. Occasionally. (IB)

IHHIST 222 Marriage and Family in Western Civilization: The Ancient West
The class examines the institutions of marriage and family in the ancient civilizations of Mesopotamia, Egypt, the Israelites, Greece, and Rome. By studying the development of the family, this course offers an examination of the roles of both men and women in the development of the western culture and civilization. Fall. (GRC IB)

IHHIST 252 The Holocaust
Examines the genocide and mass murder committed by the Nazi regime during 1939 to 1945. Also surveys long- and short-term factors, including World War I and Germany's failed post-war democratic experiment, that help explain the consolidation of a racially based totalitarian regime. Cross-listed as IHHGS 252. Spring. (WPS GRC IB)

IHHIST 253 The Second World War
Examines the origins and outbreak of WWII, the course of the war in Europe and the Pacific, the complexity of military priorities and operations, the evolution of mass murder in Nazi-occupied Europe, and the war's social and political impact. Fall, even years. (WPS)

IHHIST 293 Weimar and the Rise of Hitler
This class examines the period in German history from 1918-1933. We will explore the social and political turmoil following the loss of the war and the underlying conditions that made the Nazi seizure of power possible. (WPS)

IHHIST 310 Who Was Ben Franklin?
Explores identity and power in the British Empire and American Revolution through an examination of Benjamin Franklin's presentation of self in his autobiography. Additionally, through various biographies, we will consider Franklin as a "self-made man," embodiment of empire, literary artist, scientist, early modern patriarch, runaway servant, and slave owner. Prerequisite: 24 credits in ISP including ITW 101 and QL. Spring. (MPC WPS GRC IB)

IHHIST 330 Game of Thrones: England to 1500
This class examines the history of England from the Norman Conquest in 1066 to the succession of Henry Tudor in 1485. The class focuses on the role of gender, status, and cultural difference in the political and dynastic struggles for the throne of England. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC)

IHHIST 331 Sex and Sanctity in Medieval Europe
This class examines the medieval construct of gender and sexuality to understand gendered meanings of sanctity and sin, questioning the ways that sanctity influenced medieval gender creating a complex and fluid category of identification beyond a binary system and allowing for actions and activities that appear to be "gender bending." Prerequisite: 24 credits in ISP, including ITW 101 and QL. (GRC IB)

IHHIST 338 A History of Sexuality
This course examines theories and historiography of pre-modern sexualities. By focusing on the history of ancient and medieval ideologies and hierarchies of sexual behavior, this class seeks to understand the cultural constructs of sexuality and gender in various eras and civilizations and questions the idea of a trans-historical heteronormativity. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (GRC IB)

IHHIST 358 American Empire I
This course explores America's many intersections with the world from the American Revolution through the era of World War One. It examines why and how American leaders devised policies to protect, manage, and, most importantly, expand the American empire. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS IB)
IHHIST 359 American Empire II
This course explores America’s many intersections with the world from World War One through 9/11. It examines why and how American leaders devised policies to protect, manage, and expand the American empire. The course delves into the American ideology of “American exceptionalism” and its role in defining American foreign policy. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS IB)

IHHIST 368 Brahmins & Bosses: Boston History
Focuses on the political, cultural, and social history of the city of Boston from its founding to the 1980s. The course will examine how Boston struggled to grow from an insular and largely homogeneous community to becoming a truly diverse, international city well poised for the 21st-century. Prerequisite: 24 credits in ISP, Including ITW 101 and QL. (MPC GRC IB)

IHHIST 371 Africans in the Colonial Atlantic World
Focuses on the experiences of Africans and African Americans in the Atlantic World during the era of early modern European empires, ca. 1500-1830. The course will examine transatlantic cultural connections between Africa, Europe and the Americas. Course topical focus will vary between North America/West Indies and Latin America. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC IB)

IHHIST 372 Gender and Power in Early North America 1600-1800
The course analyzes early American gender roles as culturally constructed and contested among European Americans, Native Americans, and African Americans. Explores how gender ideologies and their attendant power relations ordered social, familial, sexual, religious, and political life in colonial and early postcolonial North America. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC IB)

IHHIST 375 War and Culture in Early America 1600-1865
Cultural history of war, peace, and the military in North America and the United States from the pre-colonial period to the end of the Civil War. Examines military history through categories of class, race, region, ethnicity, and gender. Analyzes warfare as cultural exchange and surveys American ideologies of war. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall. (WPS GRC)

IHHIST 376 Modern United States Military History 1865-Present
A social and cultural history of the United States military from the end of the American Civil War to the present. The class examines the development of American military strategies and institutions. Analyzes to what extent the military reflected social norms regarding race, class, sexuality, gender, and ethnicity over time. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC)

IHHIST 377 Sports & American History
An examination of sports as an expression of the social and cultural history of the United States. Among the topics are changing attitudes toward the human body and fitness, the opportunities afforded by sports for marginalized groups to promote social change, and the commercialization of sports. Prerequisite: 24 credits in ISP including ITW 101 and QL. (MPC GRC IB)

IHHIST 378 Alcohol & American History
Alcohol as a window into various aspects of the American past from the first European settlements to the present. Topics include colonial drinking, public discourse in taverns, class conflict over alcohol, the urban saloon, temperance and feminism, the politics of Prohibition, and alcohol and gender in the twentieth century. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (MPC GRC IB)

IHHIST 391 World of the Old Testament
An historical, literary and philosophic introduction to the Hebrew Bible, one of the most important and influential books in the history of world civilization. The course will focus on the close reading, analysis and interpretation of key biblical texts. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (IB)

IHJRN 101 Media and Society
This course will examine the ways that the media participates in shaping social reality. Students will analyze and interpret the roles of the media, especially the news media, in a democratic society in regard to a variety of cultural, political, and economic problems. Fall, Spring.
IHJRN 267 Issues in the Media
This course will examine the way the mass media shapes public perception of a contemporary societal issue. Students will analyze and interpret the roles of the media in a democratic society and how media can sometimes change human understanding and behavior in regard to this issue. May be repeated for credit as "issues" change. Prerequisite: ITW. Occasionally.

IHMU 305 History of Jewish Music
Jewish music from biblical times to the present. Includes liturgical, cantorial, holiday, folk, and concert music; Israeli, Yiddish, Klezmer, and contemporary synagogue music; choral tradition and music of the Holocaust. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Cross-listed with IHHGS 305. Fall, Spring.

IHPHIL 100 Logical Argumentation
The art of correct reasoning, advanced by studying forms of argument. Emphasizes deductive arguments, both categorical and sentential, and informal fallacies. Fall, Spring.

IHPHIL 220 Ethics
Are abortion, euthanasia, and capital punishment morally acceptable? This course will examine the most influential philosophical approaches to resolving ethical questions such as these. We will apply philosophical theories and principles to a variety of moral dilemmas, with the aim of developing the skills necessary to successfully analyze ethical arguments. Fall, Spring.

IHSP 100 Basic Spanish Language and Culture
Introduction to basic skills to communicate about personal and everyday topics and exploration of cultural diversity within the contemporary Spanish-speaking world. For students with no prior knowledge of Spanish. Does satisfy the Arts and Humanities language requirement. Fall, Spring, Summer.

IHSP 101 Elementary Spanish I
Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and Internet sites, and exploring the contemporary Spanish-speaking world. For students with little or no prior knowledge of Spanish. Fall, Spring.

IHSP 102 Elementary Spanish II
Development of skills to converse with native speakers, explore contemporary issues in the Spanish-speaking world, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of basic Spanish.

IHSP 103 Elementary Spanish III
Development of skills to converse with native speakers, explore contemporary issues in the Spanish-speaking world, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary Spanish. Fall, Spring.

IHSP 200 Intermediate Readings in Spanish
Selected readings in Spanish from literary texts, scholarly journals, magazines, newspapers, and websites. Class discussions are mainly in English. This course meets the Arts and Humanities language requirement and does not count for the Spanish major. Students should have an elementary knowledge of Spanish. Fall, Spring.

IHSP 201 Intermediate Spanish I
Development of skills to converse with native speakers, explore contemporary issues in the Spanish-speaking world, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary Spanish. Fall, Spring.
**NATURAL SCIENCES**

**INASTR 101 Introduction to Planetary Astronomy**
Quantitative and descriptive view of the origins, structure, contents, and evolution of our solar system. Class includes both lecture and hands on lab exercises and the basics of night sky observing. Topics include formation of the solar system, planets and other bodies, current research missions, exploration and potential colonization.

**INASTR 102 Introduction to Stellar and Galactic Astronomy**
Quantitative and descriptive view of the origins, structure, contents, and evolution of our universe. Class includes both lecture and hands on lab exercises and the basics of night sky observing. Topics include light and telescopes, the origin, structure, and evolution of stars and the universe, and galactic classification and evolution.

**INASTR 315 Visions of the Universe**
An in-depth study of the solar system, stellar evolution, exoplanets, binary and variable stars, black holes, and the effects of dark matter and dark energy on the evolution of the universe. Emphasis will be given to historical and cultural influences leading to present-day understanding. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

**INBIO 101 Topics in Biology**
An exploration of biological issues and methods for nonmajors. Applying basic principles to modern problems, the course may focus on a theme such as evolution and conservation of biodiversity, plants and society, or ecology and environmental issues. Can be repeated for elective credit but not ISP credit as topics change. Fall, Spring.

**INBIO 104 Lab Biology Topics**
An integrated lecture-lab course for nonmajors that explores biological topics through hands-on investigative activities. Will focus on a theme, such as marine biology or ecology. Can be repeated for elective credit but not ISP credit as topics change. Will satisfy the lab science requirement for education majors. Fall, Spring.

**INBIO 105 Tropical Marine Biology**
Students will learn basics in tropical marine biology through class and lab activities involving live marine organisms. The course requires a week-long field trip to the Turks and Caicos Islands for SCUBA diving, snorkeling, kayaking and other excursions. Become SCUBA certified on the trip if you are not already. Prerequisite: Permission of instructor. Spring.

**INBIO 202 Conservation in the Sea**
This integrated lecture-lab course explores the challenges and approaches currently used in marine conservation. This course emphasizes scientific literacy, interpretation of quantitative data, and critical thinking, and satisfies the lab science requirement for education majors. Occasionally.

**INBIO 203 Biology of Plagues**
There are a handful of disease-causing microbes on Earth that greatly affect human society. What makes these microbes deadly and how do we respond? This is an integrated lecture-lab course that addresses this topic. Satisfies the lab science requirement for education majors. Occasionally.

**INBIO 204 Winter World**
How do our resident animal species survive harsh New England winters? This integrated lecture-lab course will explore the physiological and behavioral strategies used by animals to endure the challenges of life in the cold. Satisfies the lab science requirement for education majors. Occasionally.

**INBIO 300 Advanced Topics in Biology**
Topics in the biological sciences such as genetics, health, ecology, and others will be explored at an in-depth level. Socially relevant and ethical issues such as AIDS, genetic engineering, embryo research, environmental crises and other issues will be emphasized. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

**INBIO 301 Stem Cells and Regeneration**
Advances in biomedical research have raised the prospect of using stem cells to regenerate lost or damaged body parts. This course explores the biology of this field and associated ethical and political issues. A laboratory project introduces the scientific
method and the amazing regenerative ability of planarian flatworms. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.

**INBIO 302 Evolution and Human Behavior**
In this fully online course, students explore the fundamentals of evolution and its consequences for human behavior. We compare human behavior to the behavior of other animals as we examine alternative explanations for and controversies about the evolution of cooperation, conflict, mating, parenting and other human behaviors. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.

**INBIO 303 Barely Tolerating Yourself**
Protecting oneself against a constant threat of pathogens depends on the body’s ability to determine friend from foe. This course will explore fundamental biological concepts in the context of the vertebrate immune system. Topics covered include innate and adaptive immunity, vaccinations, allergies, organ transplants, pregnancy, antibiotic resistance, and cancer. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Occasional.

**INCHEM 100 Introduction to Chemistry**
An introductory course providing a survey of general chemical principles and their application to current environmental and social issues. Topics include atomic and molecular structure, chemical bonding, energy, reaction chemistry, solutions, and nuclear power. (Not open toward a major program in biology, chemistry, geology, or chemistry/physics.) Fall, Spring.

**INCHEM 103 Fundamentals of Chemistry**
Lecture-lab course providing a survey of general chemical principles. Topics include matter, energy, atomic and molecular structure, bonding, reaction chemistry, and radioactivity. Knowledge of algebra, exponentials, and logarithms is expected. Three-hour lecture, two-hour laboratory. (Not open toward a major program in biology, chemistry, geology, or chemistry/physics.) Fall, Spring.

**INCHEM 111 General Chemistry I**
The first course in a one-year sequence covering fundamental chemical principles and concepts, including stoichiometry, atomic and molecular structure, bonding, periodicity, gases, and thermochemistry. Previous chemistry recommended. For students who plan to take further chemistry courses. Knowledge of algebra, exponentials and logarithms is expected. Math assessment exam required. Includes two-hour laboratory. Fall.

**INCHEM 201 Forensic Science**
Forensic science is the interdisciplinary application of science to law. The course will explore the forensic aspects of famous trials, scientific advances, and media coverage. Using a case study approach, students will learn forensic techniques, which will ultimately be applied to the production or analysis of mystery fiction. Prerequisites: ITW 101 and IQL 101. Fall, Spring.

**INCS 160 Microcomputer Systems**
This introductory course in microcomputer systems includes discussion of the underlying physics of the computer system, hardware/software installation, configuration, trouble-shooting problems, networking essentials, and other related topics. The course is designed to prepare students to develop an understanding of the internal workings of a microcomputer system. Not open to students who have completed CS 160. Fall, Spring.

**INENST 381 Farming With Nature in Mind**
Through the lens of agroecology, we consider ecological and social conditions that influence the healthy functioning of food production systems and the effect of varying farming methods on the environment. Students will investigate models from the U.S. and around the world and have opportunities for hands-on experimentation in agroecological methods. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

**INENST 383 Rethinking Energy**
As fossil fuel energy sources have high environmental impact, we need to understand ways that cleaner, renewable alternatives can be more broadly available. This course develops a basic understanding of the physical laws of energy and explores the connections between energy sources, needs, politics, policies, environmental impact, and sustainability. Prerequisites: 24 credits in ISP, including ITW 101 and QL.
INFO 310 Information Policy
This course explores conceptual, historical, institutional, and legal foundations of contemporary information policy. Students focus on five key information policy domains: telecommunications and network development; competition, concentration, and freedom of expression; intellectual property in the information industries; privacy, security, and freedom of information; and collaboration and innovation policy. Prerequisite: 24 credits earned. Spring.

INFO 490 Advanced Special Topics in Information Studies
Intensive study of selected topics in Information Studies. May be repeated as topics change. Fall, even years.

INFO 498 Independent Study
1-4 credits
Advanced individual study of an issue, problem, or topic related to information studies under the direction of a faculty member. Repeatable for a maximum of 8 credits. Prerequisite: Permission of instructor. Fall, Spring.

INGEOL 110 Earth Systems Science
An overview of earth's systems (geosphere, atmosphere, hydrosphere, and biosphere) and their interactions. Includes a survey of earth materials, internal and external processes, global cycles (carbon, water), and feedback loops between humans and earth's systems. Environmental and resource issues are addressed. Includes an integrated laboratory component. Fall, Spring, Summer.

INGEOL 151 Physical Geology
An overview of the earth. Includes description and origin of minerals and rocks, internal and external processes and recognition of the landforms they produce, global cycles (carbon, water), and feedback loops between humans and earth's systems. Environmental and resource issues are addressed. Three-hour lecture, two-hour lab. Required field trips. Fall, Spring.

INGEOL 300 Geoscience Issues and Society
A course focusing on the cause and effect of geologic processes that impact society. Content may vary, but includes earthquakes, tsunamis, floods, volcanic activity, resource issues, and the geologic record of climate change. Students are expected to closely monitor popular media to document current geologic events and their effects. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Occasionally.

INGEOL 320 Earth's Climate: Past and Future
The tools of climatic science are used to investigate the evidence and mechanisms for earth's climatic change throughout geologic time. Includes climate classification and reasons for climate, climate forcing mechanisms, anthropogenic forcing, the global-warming crisis, and potential remedies. Combined lecture/lab. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Occasionally

INMET 225 Meteorology
A survey of the atmosphere followed by discussion of solar influence, temperature, humidity, pressure, wind and forces. Weather patterns, severe weather and hurricanes are emphasized. World climates and classifications are treated, ending with past and future climates. Exercises such as map reading are conducted throughout the course. Fall, Spring.
INPH 175 Essentials of Nutrition Science
An introduction to basic nutrition science concepts including nutrition guidelines, micro and macronutrients, anatomy and physiology of digestion and absorption of nutrients, energy balance, and health and wellness. The course will integrate course content, technology and quantitative reasoning using hands-on investigative activities to interpret and evaluate nutritional needs. Fall, Spring.

INPHYS 131 Engineering Fundamentals
Introduces students to a variety of engineering disciplines and covers aspects of engineering including the design process, data presentations, systems of units and conversions, Newton's laws of motion, thermodynamics, statics, strength of materials, electricity, and case studies based on contemporary engineering problems.

INPHYS 141 College Physics I
Algebra-based introduction to Newtonian mechanics. Emphasis on conceptual understanding and problem-solving: motion, forces, Newton's laws applied to both linear and rotational situations, momentum, energy, and conservation laws. Knowledge of algebra and trigonometry are expected. A math competency assessment is administered. Includes two-hour laboratory. Fall, Spring.

INPHYS 201 Phenomenal Science
A hands-on, minds-on inquiry-based exploration of the basic physical principles that underlie our observations and experiences in the everyday world. Topics include motion, forces, energy, fluids, sound, heat, light, electricity, magnetism, and the atom. Ideal for preservice teachers. Prerequisite: IQL 101 or by permission of the instructor. Fall, Spring.

INPHYS 241 University Physics I
The first semester of a three-semester calculus-based sequence for science and technology majors. Emphasized are kinematics, forces, both static and dynamic, energy and momentum, gravitation, thermal physics, and thermodynamics. Includes a two-hour laboratory. Spring.

INSAFE 103 Safety Chemistry
Lecture-lab survey course of introductory chemistry principles applied for professionals in, but not limited to, the safety field. Topics covered span from a basic understanding of matter to the properties of gases and chemical effects on biological and environmental processes. Knowledge of basic algebra is mandatory. 3.5 hour lecture, 1.5 hour laboratory. Fall, Spring.

SOCIAL SCIENCES

ISANTH 110 Cultural Anthropology
Introduction to anthropological knowledge and understanding of human cultures and societies. Cross-cultural comparison and review of tribal and industrialized societies. Application of anthropological concepts to provide understanding of other cultures and one's own culture. Fall, Spring.

ISANTH 111 Archeology and Physical Anthropology
An introduction to the biological and cultural evolution of human beings. In addition to the prehistoric record, the course will cover primatology, human variation, and problems of theory and practice in archeology. Fall, Spring.

ISANTH 315 Gender and Culture
This course examines the ideology and social reality of sex, gender, and sexuality cross-culturally. The intersection of these identities with class, race and other social categories will be emphasized. The course covers various theoretical approaches and explores the ethnographic literature. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category.

ISANTH 320 Magic, Witchcraft, and Religion
This course will provide a holistic and comparative approach to the study of religious beliefs and practices. Students will explore magical and religious behavior, ritual, myth, shamanism, curing, spirit possession, ancestor worship, witchcraft, and millennial and counter-cultural movements in a variety of tribal and state societies. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category.
ISANTH 323 Anthropology of Conflict & Violence
This course focuses on the nature of conflict in human societies around the world and examines the roles of violence from cross-cultural and interdisciplinary perspectives. Conflict and violence are studied in societies ranging from food-foragers to complex states to explore the consequences of what is labeled "violence." Prerequisites: 24 credits in ISP, including ITW 101 and QL 101. Spring, even years.

ISCS 140 Programming Foundations I
Introduces students to fundamental computer science (CS) principles that help prepare students for successful careers in their chosen disciplines. Topics include: hardware & software fundamentals; algorithm development fundamentals; introduction to Java programming; control structures; construction of classes and methods; array processing; introduction to inheritance; interfaces. Not open to students who have completed CS 140. Fall, Spring, Summer.

ISCS 150 Website Design & Construction
Introduces website construction as a pervasive means of problem solving and communication. Through the various methodologies covered, the course helps to prepare students for successful careers in their chosen disciplines. Topics include: fundamentals of website design; Hypertext Markup Language (HTML); introduction to Extensible Markup Language (XML); other supporting methodologies. Not open to students who have completed CS 150. Fall, Spring, Summer.

ISCS 210 Python Programming
Introduces computational thinking using Python, with an emphasis on problem solving through computer science. The course focuses on data manipulation and analysis allowing students to work on real problems using actual data sets and is designed to engage both majors and non-majors in improving critical thinking skills through practice. Spring.

ISCS 350 Systems Analysis and Project Management
Introduction to fundamentals of systems analysis and design using project management. Discusses the role of the systems analyst with emphasis on oral and written communication with business users and the project team. Emphasizes structured design techniques. Requires detailed systems development case study using project management techniques. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

ISCS 380 Digital Image Processing
Students delve into applications of digital imaging involving interpreting data to build mathematical models. Students will learn to use MATLAB and convert the images into analytical form to decipher the content to either enhance or extract information. These skills are important in forensics, Medical Image Analysis and many other fields. For the student who does not have programming background, special tutoring will be offered to understand the MATLAB programming. Prerequisites: 24 credits in ISP, including ITW 101 and QL. ISCS 140 recommended. Spring.

ISECON 104 Introduction to Macroeconomics
An introduction to macroeconomic terminology, concepts, and theories using historical context, quantitative tools, graphical analysis, and macroeconomic models. Course concepts are examined in a social and/or political context as appropriate. Fall, Spring.

ISENST 382 Environmental Advocacy
This course explores how environmental advocates work to implement changes to protect the natural world and the public. Theories of social power and personal empowerment, ethical perspectives, diverse models of mobilization, advocacy roles and tools, and various forms of media will be studied as ways to support an advocacy campaign. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

ISGEOG 100 Introduction to Geography
A systematic introduction to the discipline, designed to give the beginning student exposure to major topics associated with the subfields of geography. Geographic concepts and theories using real world examples will be presented in order to examine spatial information and patterns that exist on the earth. Fall, Spring.

ISGEOG 101 World Regional Geography
Introduction to the geography of the world’s peoples and places. Adopting a regional perspective, the course examines the homogenizing and diversifying forces inherent among the world’s countries, peoples, and physical environments. Includes
ISGEOG 201 Geography for Teachers
A combination of world regional geography and its application in the K-12 classroom. Course is based on the six elements of geography and the national geography standards. Appropriate for both elementary and secondary preservice teachers. Not open to students who have completed ISGEOG 101. Fall, Spring.

ISGEOG 203 Globalization Culture & Place
This course analyzes multiple facets of contemporary human geography including global patterns of culture, population, economy, environmental change and geopolitics. It also focuses on how cultures change and respond to the pressures of globalization. Fall, Spring.

ISGEOG 205 Environmental Geography
Explores the complex relationships between nature, culture, and place. Emphasis is placed on spatial aspects of human interactions with the environment resulting in serious issues, including pollution, global climate change, and resource depletion. Environmentally sustainable actions will be examined and assessed. Fall.

ISGEOG 309 Spatial Thinking
Thinking spatially is fundamental to geography with applications across disciplines. Using the spatial perspective, students will explore various topics through the geographic lens. Course content and topics focus on spatial thinking, spatial literacy, spatial cognition, graphicacy and the processes and skills needed to pose spatial questions and find solutions. Prerequisites: 24 credits in the ISP, including ITW 101 and QL. Fall.

ISHGS 274 Comparative Genocide
A social scientific analysis of comparative genocide studies, placing genocide within the broader category of mass atrocity crimes. Students are introduced to comparative methodological approaches used to critically analyze genocide in the twentieth century. Course also includes a focus on the responsibilities to prevent, react to, and rebuild after genocide. Spring.

ISPH 285 Health in Society
An introduction to the social determinants that impact health, such as socioeconomic status, education, culture, and health policy. Topics of social justice and ethics will be explored. Prerequisite: ITW 101. Fall, Spring.

ISPOSC 110 Governing America
An analysis of governance and political citizenship in the United States. Includes examination of national institutions (Congress, Courts and the Presidency), other public offices, election cycles, and subnational politics. Compares democracy with other governing models, and examines types of political information and practice in deliberative political discussion. Fall.

ISPOSC 210 United States Politics
Survey of U.S. politics at the federal level. Emphasis is on the context and development of the Constitution and the evolution of political institutions, such as Congress, the presidency, and the courts. Other topics include political economy, media, public opinion, parties, elections, interest groups, and social movements. Fall, Spring.

ISPOSC 211 State and Local Politics
The role of power and institutions in the states and their government subdivisions. Comparative state and local cultures, federalism, revenues and expenditures, and contemporary problems. Spring.

ISPOSC 220 Global Politics
International politics in the era of globalization. International security frameworks, the global political economy, and critical agendas. Fall, Spring.

ISPOSC 223 Introductory Comparative Government
Introduction to comparative analysis, usually focusing on a pair of cases (such as Canada and the United States) that have similar histories and societies, but different governments and policy outcomes. Primary emphasis: the context and evolution of political traditions, institutions, and behavior. Secondary emphasis: the methods of comparative analysis. Spring.
ISPOSC 228 Understanding Global Politics Through Literature and Film
Survey of important concepts in global politics that can be studied through such media as documentaries, films, and novels. The course treats important political questions and provocative theories about the international environment, hegemony, the international monetary regime, and the use of war. Occasionally.

ISPOSC 230 Foundations of Political Thought
Introduction to the political philosophies that framed political action and governance in the West between the Classical Era and the end of the 17th century. Students learn the political contributions of Greek, Roman, Church, Reformation, and Enlightenment thinkers. Students also learn how to ask, answer, and assess philosophical questions about political power. Fall, Spring.

ISPOSC 317 The U.S. Presidency
This course examines the modern American presidency. It provides a broad introduction to the executive branch and covers a range of topics, including campaigns and elections, rhetoric and speech-making, and foreign and domestic policy-making. A key theme concerns the nature and paradoxes of presidential power. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.

ISPSYC 100 Topics in Psychology
An exploration of topical psychological issues for nonmajors. Topics vary in sub-areas of psychology such as biological, social, cognitive, developmental, and clinical psychology. May be repeated for credit as topics change. Fall, Spring.

ISPSYC 312 Lifespan Psychology
This course investigates the major psychological theories of lifespan development and provides a multifaceted introduction to the dynamics of intrapsychic development that occurs across the human lifespan. Major developmental milestones, effects of diversity and multiculturalism, socioeconomic status, family constellation, and socio-cultural variables are essential components of this analysis. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

ISSOC 125 Introduction to Sociology
Introduces basic concepts, theories, and methods of sociology. Develops a sociological perspective on social issues, problems and events. Provides an overview of major sub-fields in sociology. Also prepares students for the major and a career in sociology and related professions. Fall, Spring.

ISSOC 260 Popular Culture
This course focuses on dominant ideas or ideologies of inequality and how they are perpetuated (or not) in mass media and popular culture products such as TV shows, movies, songs, websites, games, and the like. Spring.

ISSOC 310 Social Problems
A study of selected social problems using a sociological lens. Problems may include alcoholism and drug addiction, crime, divorce, poverty, gender inequality, race relations, and others. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category. Fall, Spring.

ISSOC 355 Sport in Society
The sociological analysis of sport: issues discussed include the history, definition, and functions of sport; role of sport in the socialization of children; the relationship between sport and values; athletics within the social organization of education; deviance, crime, and violence in sport; the business and economics of sport. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

CONNECTIONS COURSES

II 321 Opening to Other Ways of Knowing
Learn what it means that knowledge is constructed, not received; explore non-Western ways of knowing and being. Using psychology, philosophy, history, and anthropology to understand different concepts of reality, our examination of knowledge construction will include readings, movies, songs, poetry, meditation, guest speakers, and personal experiences in different ways of knowing. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.
II 322 Neuropsychology of Meditation
This interdisciplinary course draws from neuroscience (which includes biochemistry and physiology) and Buddhist psychology (which also involves philosophy) to understand the practice of meditation and its benefits. Students will learn a variety of meditative practices and explore research on the neural bases and Buddhist psychological theory underlying this practice. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

II 330 Toward A Just and Equitable World
We live in an unjust world. What can citizens do? What is the role of the media and formal/nonformal education? Is change possible? This interdisciplinary course uses tools from sociology and education in analyzing the systemic nature of social justice and equity issues. Includes involvement in a social change project. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

II 333 Complementary Health Practices
This transdisciplinary course will explore health practices that emphasize the mind-body-spirit connection and complement conventional medicine. Students will examine western and complementary medical and psychological research analyzing health benefits, therapy risks, access issues, social factors and cultural factors. Selected complementary health practices will be demonstrated. Prerequisites: 24 credits in ISP including ITW 101 and QL. Spring.

IIAMST 210 Introduction to American Studies
An introduction to the cultural complexities of the American experience with an emphasis on formulating interdisciplinary questions. Usually focuses on a particular decade, region, or theme. Prerequisite: ITW 101 or its equivalent. Fall, Spring.

IIAMST 250 Interpreting American Cultures
An examination of a particular aspect of American cultures with an emphasis on developing a critical method appropriate to the interdisciplinary use of texts and other cultural artifacts. Prerequisite: ITW 101 or its equivalent. Annually.

IIAMST 370 American Biography
Interdisciplinary course examines selected biographies of Americans and American-identified figures from historical and literary perspectives. Readings contextualize developments in American culture and society (writ large) from 1492 to the present. Intended for nonmajors. Includes autobiographies. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

IIAMST 375 American Cultural Studies
Interdisciplinary exploration of a specific aspect or area of American culture employing methods drawn from the field of American Studies. Course moves toward the question: "What is American?" Readings consider phenomena defining American culture(s) and social structure(s), engaging theoretical, historical, and aesthetic materials. Intended for nonmajors. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

IIAMST 380 The New England Experience
Interdisciplinary course examines selected readings and discussions of New England culture and society from 17th century to the present. Examination draws upon literary, historical, and theoretical materials. Questions of region, image, imagination, and identity are addressed. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

IIAMST 391 Interdisciplinary Topics in American Studies
Course employs perspectives from the interdisciplinary field of American Studies to examine particular social, cultural, political, phenomena related to United States and/or American identity. Topical inquiries made using methods/approaches from academic disciplines such as history, ethnic studies, geography, musicology or literary studies. Prerequisite: 24 credits in ISP including ITW 101 and QL. Spring.

IIIECON 310 Game Theory
An introduction to game theory and strategic interactions with cases drawn from economics, business, politics, sociology, psychology, international studies, and sports. Topics include prisoner's dilemma, Nash equilibrium, backward induction, signaling, mixed strategies, cooperative and noncooperative games, bargaining, conventions, "the tragedy of commons," evolutionary game theory, and behavioral critiques of rationality. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.
IIECON 320 Gender & Economic Development in a Globalizing World
This interdisciplinary course aims to provide an overview of the processes, politics and policies of economic development through a gender lens. The course examines the impacts of economic development policy on men and women and on gender relations in Africa, Asia and Latin America, in the context of a globalizing world economy. The course draws from the fields of economics, international relations and women's studies. Prerequisites: 24 credits in ISP including ITW 101 and QL. Fall or Spring, alternate years.

IIECON 330 De/Reindustrialization: Keene in the Global Economy
How did Keene, NH, retain capital goods manufacturing from 1970 – 2015, a period known nationally for deindustrialization? This multidisciplinary course joins economic theory with American studies, industrial science, and corporate finance by immersing students into the local economy. Students conduct an interview, visit plant, and present to community. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

IIECON 380 Modern Middle East
This interdisciplinary course provides a broad but detailed overview of the Middle East region with a focus on patterns of economic and social transformation during the last century. The course material draws from the fields of Political Science, Sociology, History, Economics, and Women's and Gender Studies. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IIEDUC 306 Women and Education
An exploration of schooling and its relationship to culture and society, focusing on women's role in education as both students and educators. Uses a historical, sociological, and feminist lens in examination of women's struggle for equality in education, with parallels drawn to struggles of other subjects of marginalization. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IIEDUC 307 Adolescent Literature and Identity
Young adult novels often describe teenage characters as they explore their own changing identities. These novels also provide prospective teachers with insight into adolescents. In this interdisciplinary exploration of literature and education, students will analyze how these novels relate to adolescent development and can help teachers understand their future students. Prerequisites: 24 credits in ISP including ITW 101 and QL. Annually.

IIEDUC 310 Student Empowerment and Activism
This interdisciplinary course traces roots and growth of student activism on local and national levels. It examines youth empowerment within the United States since 1960 using the disciplines of History and Political Science. Emphasis given to addressing how student activism in previous decades compares to 21st-century American student activism. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IIENG 245 Readings in African American Literature and Culture
An interdisciplinary introduction to African American literature and culture, which considers oral, written, and performed texts by African American cultural practitioners. Literary texts from 18th-, 19th-, and 20th-centuries. African American writers will be read in conversation with critical musical, political, and theoretical works. Prerequisite: ITW 101. Fall.

IIENG 270 Literature and the Environment
This interdisciplinary course introduces students to the traditions of environmental literature. Students will learn to think across the humanities, arts, and sciences. May explore a particular group of writers, genre, historical period, or bioregion. May be repeated once as topics change. Prerequisite: ITW 101. Annually.

IIENST 110 Food, Health, and the Environment
This interdisciplinary course explores the connection between food choices and food production systems and their impact on public health and the environment. Considering social, political, economic, and ethical factors, students will compare different agricultural systems and assess the ecological footprint and sustainability of our daily decisions of what to eat. Fall, Spring.

IIENST 150 Global Environmental Change
Students will gain a basic scientific understanding of the Earth’s major physical and biological systems within the context of global environmental issues, and will also explore global environmental change and potential solutions from interdisciplinary economic, ethical, political, and social perspectives. Fall, Spring.
IIENST 151 The Environment of Central New England
Introduces the geology and ecology, the natural and human history, and the social systems and governance structures that shape our regional environment. Explores the concept of place using interdisciplinary approaches, including hands-on field work, to prepare students to become responsible environmental stewards of the places where they live. Fall.

IIIFILM 362 Interdisciplinary Approaches to Film
This course explores cinema through interdisciplinary approaches that cross multiple fields of study, drawing upon academic disciplines that include literary studies, women's studies, media studies, cultural studies, and history. May be repeated as topics change. Prerequisite: 24 credits in ISP including ITW 101 and QL, or permission of instructor.

IIIFILM 380 Filming War, Writing War
This interdisciplinary course will focus on cinematic and literary works about war's noncombatants, women, children, losers instead of winners, and international populations. Drawing on material from the fields of film, literature and history, we will explore how war is defined and represented around the world. Prerequisites: 24 credits in ISP including ITW 101 and QL.

IIHGS 155 Introduction to Holocaust and Genocide Studies
An interdisciplinary introduction to Holocaust and genocide studies. Students analyze roles of resisters, rescuers, bystanders, victims, survivors, perpetrators, and collaborators. Students are challenged to find ways to exert their leverage and responsibility in preventing genocide. Fall and Spring.

IIHGS 181 Crisis and Conflict in Africa
Explores issues related to war, genocide, and human rights in Africa. Examines colonial histories, regional geopolitics, and African dictators that have contributed to the continent's turbulence, as well as African strategies for peace. Case studies may include the Herero Genocide, the Belgium Congo, Rwanda, and Apartheid South Africa. Fall

IIHGS 254 Women in the Holocaust
How did women's Holocaust experiences differ from those of men? An interdisciplinary exploration of gender in Central European families, ghettos, camps, and resistance, this course examines connections between the Holocaust and present-day manifestations of anti-Semitism, sexism, homophobia, and nationalism. Readings are drawn from history, women's studies, and Holocaust memoirs. Cross-listed as IIWGS 254. Occasionally.

IIHGS 281 Peace Studies
Interdisciplinary introduction to a growing field that examines competing explanations for why violence, terrorism, war, and genocide occur. Explores the methods and frameworks that scholars, policy makers, peace activists, and practitioners employ in dealing with physical and structural violence. Topics may include non-violent resistance, inner-city violence, conflict transformation, and mediation. Fall.

IIHP 310 The Psycho-Social Aspects of Sport
The purpose of this course is to present an interdisciplinary approach to sport that will challenge students to critically reflect and discuss sport from psychological and sociological perspectives. The central focus of the course is to understand how these perspectives and experiences interconnect our personal and societal viewpoints of sport today. Prerequisites: 24 credits in ISP, including ITW 101 and QL.

IIHP 311 Outdoor Recreational Leadership
This interdisciplinary course will explore outdoor recreational leadership qualities, styles, and group dynamics from multiple perspectives (physical education/communication). Additional focus is placed on experiential learning and examinations of selected program activities. Students develop, lead, and evaluate activities based on varying participant requirements, and earn a Leave No Trace certification. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Summer.

IIINFO 110 Information Environment
An exploration of the interdisciplinary field of information science, including information seeking behavior, information as a commodity, digital divide, information overload, information privacy and accessibility. Students engage in critical dialogue about the complexities of the current and evolving information environment to become effective and ethical consumers and users of information. Fall.
IIINFO 210 History of Recorded Info
How do we create, maintain, and preserve information for personal, historical, and societal purposes? This interdisciplinary course draws from information science, book history, and communication, to explore the evolution of writing and recordkeeping by organizations, government, and individuals, and the impact of different technologies on print and digital recorded information. Spring.

IIINFO 320 Participatory Cultures
How do we engage in information creation in ethical ways? How do online groups help produce information? This interdisciplinary course draws from information science, communication, and education, allowing students to produce digital content as a means of self-discovery, self-expression, and community engagement while considering the ethics of knowledge creation. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

IIJRN 268 Environmental Issues and the Media
Media coverage of environmental issues is analyzed from scientific, economic, political and legal perspectives. For both science and non-science majors, a clearer understanding of how the media covers the environment and the various institutional interests involved in that coverage results through critical analysis and research projects. Spring, even years.

IIMATH 310 The Evolution of Mathematics
How have cultural, historical, and scientific factors influenced the development of mathematics? This question is addressed via an interdisciplinary study of selected mathematical ideas from different historical time periods and cultures both Western and non-Western. Includes research, writing, and oral presentation requirements. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.

IIMATH 315 Voting, Power, and Apportionment
An interdisciplinary introduction to the mathematical tools used in Political Science. Topics include positional voting methods, desirable properties of positional voting methods, Arrow's Impossibility Theorem, weighted voting systems, mathematical measurements of power, apportionment methods from mathematical and historical points of view, and the Balinski-Young Impossibility Theorem. Prerequisites: 24 credits in ISP including ITW 101 and QL. Spring.

IIMGT 305 Organizational Diversity
Explores contemporary organizational diversity and multiculturalism from an interdisciplinary perspective, drawing from management, psychology, sociology, disability studies, feminist studies, and history. Specific topics will include understanding differences such as gender, race, ethnicity, age, religion, disability, appearance, and sexual orientation. Emphasis will be on addressing how organizations can become more inclusive. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

IIMU 241 Listening to Brazil
This course offers an interdisciplinary examination of Brazilian arts and culture, with an emphasis on music, literature, and film. Fall, Spring.

IIMU 243 Film Music History and Technique
The course will enrich anyone’s appreciation for this art form and provide an introduction to the music of the film industry. The development of film music will be traced from the early Silent Film era through the advent of the “Talkies” and on to the grand Romantic scores of modern times. Fall, Spring.

IIPH 350 Women and Health: Witches, Harlots, and Healers
A survey of women’s health from the biological, social, economic, and political perspectives, drawing from the interdisciplinary field of public health. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

IIPH 445 Human Sexuality
An interdisciplinary examination of human sexual development and behavior, including reproduction, sexual anatomy, psychosexual development, sexual socialization, values, and various forms of sexual expression. This course will explore human sexuality from biological, cultural, legal, and political perspectives. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.
IIPHYS 210 History of Science
The history and philosophy of science (astronomy, chemistry, geology, physics, and evolution) from its origins in Ancient Greece through Rome, the Middle Ages, the Islamic period, and the Renaissance to the Scientific Revolution of the 17th century to modern times, including plate tectonics, relativity, quantum physics and cosmology. Prerequisites: ITW 101 and IQL 101 or equivalent. Fall.

IIPHYS 305 The Physics of Music
An interdisciplinary exploration of how analyses of the physics of sound aid our understanding of music. Students will learn how sound is created, sustained, amplified; how limits in human physiology shape approaches to music; and how physical properties of instruments relate to tone quality and give insight into different genres of music. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

IIPSYC 350 When Harm Is Done
An interdisciplinary exploration of restorative justice, difficult dialogue, nonviolent resistance, and other models that differ from revenge and punishment as responses to crime and injustice. We will examine applications at the national and international level, in community criminal justice systems, in schools, in groups, and in personal relationships. Prerequisites: 24 credits in the ISP, including ITW 101 and QL. Fall.

IISOC 330 Person and Society
Sociological social psychology lies at the intersection of our inner lives and our social worlds. In this interdisciplinary course, we explore socialization, self-presentation, attitudes and behavior, interpersonal relationships, deviance, conformity, and other topics through sources from sociology, women's and gender studies, psychology, communications, and popular culture. Cross-listed with IWGS 330. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IISOC 360 Nicaragua in Change
Experiential service-learning course examines the effects of revolution and social change in Nicaraguan society. Faculty and students travel during spring break to the city of Managua and a rural farming cooperative in Nicaragua. Students conduct interdisciplinary research on public health and social conditions and share results in a public forum. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Occasionally.

IITDS 140 Media Literacy: Seeing and Selling
Explore the promotion of world views through the power of visual communications. Apply the tools of many different academic fields to "see more" and become more visually and media literate. Develop interdisciplinary creative problem-solving skills, build your academic portfolio, and contribute to a collaborative service-learning project. Four-hour seminar. Fall.

IITDS 150 Technology and Civilization
This course is a multidisciplinary exploration of technology that encourages students to assess the intended and unintended consequences of technical solutions through cultural, scientific, technological, economic, social, and political lenses. Students will research self-selected topics to understand current issues and to select socially responsible solutions. Four-hour seminar. Fall.

IITDS 160 Peak Oil and Sustainable Solutions
Apply tools of many different disciplines to explore national and international issues surrounding "Peak Oil" - impacts of dwindling supplies of fossil fuels, environmental and social costs of energy conversion processes, national energy polices, and grassroots activism. Develop interdisciplinary problem-solving skills by promoting sustainable solutions in a service-learning project. Four-hour seminar. Spring.

IIWGS 101 Introduction to Women's and Gender Studies
This course is designed to introduce students to the key issues, questions, and debates in the interdisciplinary field of Women's and Gender Studies. Central to the course will be a focus on the social construction of identity and the myriad ways in which gender, race, class, sexuality, and nationality work to constitute people's experiences. Fall, Spring.

IIWGS 210 Abortion
An interdisciplinary examination of the issue of abortion in the United States. Can one be a feminist and oppose legal access to abortion? Students will explore the legal, theological, and social history informing the abortion debate, with an aim to appreciate why resistance to reproductive choice exists and persists. Prerequisites: ITW 101. Spring, alternate years.
IIWGS 220 Starved or Stuffed
When the body is read as text, eating disorders are manifestations of cultural ideas that communicate to the self and the masses. This interdisciplinary course examines eating disorders through the optic of feminism, taking into consideration feminist discourse, theories of consumption and subjectivity formation, psychology, sociology, and literary analyses. Prerequisites: ITW 101. Fall.

IIWGS 230 Spirituality and Sexuality
An interdisciplinary exploration of spirituality and sexuality, drawing from history, religion, as well as women's and gender studies. Key questions: How are institutions of religion socially constructed? How do they affect women's ways of knowing, women's spirituality, and women's sexuality? What are new ways of representing spirituality as social inquiry? Prerequisites: ITW 101. Spring, alternate years.

IIWGS 240 Gender and Media
We take an interdisciplinary approach to studying representations of gender (as well as class, race, and sexuality) in the mass media and popular culture. Using literature from cultural studies, communication, sociology, and other disciplines, we explore dominant ideologies and how they are perpetuated (or not) in media products. Prerequisites: ITW 101. Fall.

IIWGS 250 Race, Sexuality, and Representation
This interdisciplinary course explores the representation of race, ethnicity, gender, and sexuality within U.S. visual culture, including film, video, and mass media. Drawing on feminist and queer studies, visual culture studies, film studies, and ethnic studies, this course asks how images convey racial, gender, and sexual difference. Spring.

IIWGS 254 Women in the Holocaust
How did women's Holocaust experiences differ from those of men? An interdisciplinary exploration of gender in Central European families, in ghettos, camps, and resistance, this course examines connections between the Holocaust and present day manifestations of anti-Semitism, sexism, homophobia, and nationalism. Readings are drawn from history, women's studies, and Holocaust memoirs. Cross-listed as IIHGS 254. Occasionally.

IIWGS 290 Topics in Women's and Gender Studies
Interdisciplinary study of a specific issue or topic within the field of Women's and Gender Studies. Students will develop skills in critical reading and critical thinking. May be repeated for credit as topics change. Prerequisites: ITW 101. Offered occasionally.

IIWGS 300 Women of Color
This interdisciplinary course explores the experiences of women of color using feminist scholarship from literature, sociology, history, and women's studies. Analyzes the history of social movements that have influenced the construction of the category "women of color" and articulates a critique of the category of "whiteness." Prerequisites: 24 credits in ISP, including ITW 101 and QL. Occasionally.

IIWGS 330 Person and Society
Sociological social psychology lies at the intersection of our inner lives and our social worlds. In this interdisciplinary course, we explore socialization, self-presentation, attitudes and behavior, interpersonal relationships, deviance, conformity, and other topics through sources from sociology, women's and gender studies, psychology, communications, and popular culture. Cross-listed with IISOC 330. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

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**Journalism, Multimedia, Public Relations**

IHJRN 101 Media and Society
This course will examine the ways that the media participates in shaping social reality. Students will analyze and interpret the roles of the media, especially the news media, in a democratic society in regard to a variety of cultural, political, and economic problems. Fall, Spring.
JRN 130 Writing for the Media
Introduction to copy writing for print and electronic media, with special emphasis on the development of news judgment, writing leads, and adapting messages to specific audiences. Fall, Spring.

JRN 155 Digital Journalism
Introduction to the vocabulary, principles, tools, and techniques of visual communication for print and electronic media. Assignments focus on multimedia message communication using visual design and layout, images, sound, and video. Fall, Spring.

JRN 230 Print Journalism
Introduction to reporting techniques, including interviewing, fact checking, obtaining documents, and reporting on speeches, public meetings, and events. Prerequisite: JRN 130 and JRN 155. Spring.

JRN 235 Broadcast Journalism
Basic principles of journalism for radio and television news. Introduction to interview techniques, electronic news gathering, researching, writing, producing, and reporting news for radio and television. Lecture, practice, and fieldwork. Prerequisite: JRN 130 and JRN 155 or permission of instructor. Fall.

IHJRN 267 Issues in the Media
This course will examine the way the mass media shapes public perception of a contemporary societal issue. Students will analyze and interpret the roles of the media in a democratic society and how media can sometimes change human understanding and behavior in regard to this issue. May be repeated for credit as "issues" change. Prerequisite: ITW. Occasionally.

IIJRN 268 Environmental Issues and the Media
Media coverage of environmental issues is analyzed from scientific, economic, political and legal perspectives. For both science and non-science majors, a clearer understanding of how the media covers the environment and the various institutional interests involved in that coverage results through critical analysis and research projects. Spring, even years.

JRN 276 Introduction to Public Relations
An exploration of the theoretical and ethical applications in public relations. PR is production and distribution of information to produce a perception, in both corporate and non-profit arenas. PR work involves research and analysis to produce written, visual and video transmitted by print and broadcast media, online and social media. Prerequisite: JRN 130. Fall.

JRN 280 Media Production
2 credits
Training in news writing, photojournalism, social media, multimedia and visual design and layout with the Equinox, the Kronicle, or WKNH Radio. May be repeated for credit. Fall, Spring.

JRN 281 Television Production
2 credits
Training in television production including KSC-TV newscast. Theory and practice for television studio management, lighting, equipment and techniques. May be repeated for credit. Fall, Spring.

JRN 282 Equinox Editor
Training in page design, story assignment, journalism law and ethics, and newsroom management for the editors of the student paper. May be repeated for a maximum of 12 credits. Prerequisite: Permission of Instructor.

JRN 294 Cooperative Education
1-6 credits
Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 120 hours for 3 credits) for a total of 12 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail.
JRN 311 Mass Media History and Theory
Readings on the history of mass communication and mass communication theory. Students will examine survey, interview, and historical research methods. This course is writing intensive. Prerequisite: IHJRN 101 or permission of instructor. Fall, odd years.

JRN 323 Journalism Law and Ethics
Teaching and practice in journalism law and ethics by use of case studies and legal precedents. Students will examine the role of journalism in a democratic society and the laws and ethical considerations that affect this role. Prerequisite: JRN 235 or JRN 230. Spring.

JRN 330 Public Affairs Reporting
Instruction in the process of gathering information from public meetings and public officials. Students will write about school board meetings, city council meetings, court cases, public hearings, and other kinds of public events. Prerequisite: JRN 230. Fall, odd years.

JRN 335 Television Journalism
An advanced course in television news, public affairs programs, and documentaries. Introduction to public affairs and documentary research, scriptwriting, and production. News for closed-circuit television at Keene State College. Lecture, practice, and fieldwork. Prerequisites: JRN 235. Spring, even years.

JRN 345 Radio Journalism
An advanced course in radio news, with special attention to story structure, public affairs programs, and documentaries. Introduction to public affairs and documentary research, scriptwriting, and production. Productions for WKNH. Lecture, practice, and fieldwork. Prerequisite: JRN 235. Spring, even years.

JRN 355 Multimedia Journalism
Advanced instruction in the production of online multimedia content, including photography, audio, and video. Students will conduct research and interviews and produce media content relevant to a newsworthy topic. Requirements: Web-based camcorder, digital camera, and digital audio recorder. Prerequisite: JRN 235 or permission of instructor. Spring.

JRN 365 Photojournalism
An introduction to the theories and practices of photojournalism, digital photo editing, and visual storytelling. The medium will be explored from historical, ethical, social, and legal perspectives. Skills will be developed through weekly and in-class assignments as well as through critique. Prerequisite: JRN 155 or permission of instructor. Fall, odd years.

JRN 376 Public Relations Practice
Hands-on practice in PR strategies and tactics, including communication goal-setting, audience research, and message and campaign creation. Some lecture/discussion, with individual student participation as an important component. Prerequisite: JRN 155 and JRN 276. Spring.

JRN 380 Internship
2-12 credits
A supervised, contracted internship arranged by the student with an approved publication or, in certain cases, with campus offices, either for a semester's work or summer employment. Contract must be approved by the Journalism faculty. Responsible faculty supervision and review are required. Only four credits may be counted toward elective credit for the major. Prerequisite: Permission of Instructor. Year round.

JRN 430 Feature Writing
Instruction and practice in feature writing for newspapers and magazines. Advanced practice in research and writing techniques as well as the creation of story ideas. Freelance feature writing will also be discussed. Prerequisite: JRN 230 or JRN 235. Fall, even years.
JRN 435 Community Television News
A performance course in television news, with special attention to developing a regularly cablecast community television newscast for the Keene area. Introduction to formatting the news and presenting it under deadline. Lecture, practice, and fieldwork. Prerequisites: JRN 235. Spring, odd years.

JRN 450 News Editing and Management
Practice in copy editing, page design, photo editing, headline writing, story assignments, law, ethics and management of a newspaper. Prerequisites: JRN 255 and JRN 330.

JRN 467 Specialized Journalism
Advanced study and practice in specialized news gathering or reporting. Topics include column writing, editorial writing, reviewing, or environmental reporting, among others. Prerequisite: JRN 230 or JRN 235. Occasionally.

JRN 498 Independent Study
1-8 credits
Under faculty supervision, the student develops and completes a program of research or development in a worthwhile aspect of journalism or mass communications. May be repeated for a total of 8 credits. Only 4 credits may be counted toward elective credit for the major. Prerequisite: Permission of instructor. Year round.

KSC

KSC 270 Learning Assistant
1-4 credits
Under faculty supervision, learning assistants develop and practice instruction and interaction skills for working effectively with students in a specific discipline. Supplemental instructors and undergraduate teaching assistants are examples. May be repeated for a total of 8 credits. Fall, Spring.

KSC 280 Study Away
12 credits
Semester study away placeholder to designate that a KSC student is enrolled in a fulltime (12 credit equivalent) KSC-approved study away experience (domestic or international). This placeholder is designed to facilitate registration, enrollment verification, billing, financial aid, etc. It will be replaced in the student's academic record by the relevant transfer courses and credits, and as such will not appear in the student's official academic record (e.g., academic transcript). Prerequisite: Permission required. Study Away Fee.

KSC 690 Graduate Special Topics
1-4 credits
Study of selected topics in academic disciplines based on the needs and interests of the student. Intended for professionals seeking continuing study and middle school and high school educators seeking advanced study in content areas. May be repeated for credit. Prerequisite: Permission of instructor. Fall, Spring, Summer.

Management

MGT 101 Introduction to Management
An examination of the principles underlying the management of organizational activities. Management theory and practice including: planning, organizing, leading, and controlling; decision making, motivation, leadership, and communication will be covered. Topics also include: globalization, technology, corporate social responsibility, ethics, conflict management, and organizational change. Fall, Spring.
MGT 140 Quantitative Decision-Making
An introduction to quantitative analysis for management to provide students with an opportunity to learn the basic concepts and the quantitative/analytical tools used in the process of decision-making and problem-solving. Prerequisite: Any College MATH course, passing grade on the Math Assessment Exam, PSYC 251, SOC 303, or IQL 101. Fall, Spring.

MGT 213 Financial Accounting
Introduces accounting information with an emphasis on its use in decision making by owners, creditors, managers, and government for both profit and non-profit organization. Topics include the accounting profession, double-entry accounting system, information systems, ethics, taxation, and internal control systems. Course is intended for Management majors. Prerequisites: Grade of C or higher in MGT 140 and sophomore standing, or permission of instructor. Fall, Spring.

MGT 214 Managerial Accounting
This course focuses on accounting information used by managers in planning, controlling operations and decision making within organizations. Topics include cost concepts and classifications, cost volume profit analysis, costing systems, and budgeting. Prerequisite: Management majors and minors only, grade C or higher in MGT 213, or permission of instructor. Fall, Spring.

MGT 215 Accounting for Sustainable Business
This course introduces the analysis and reporting of accounting information, primarily for internal use by managers for decision-making. Topics include financial statements, the accounting cycle, cost behavior, cost allocation, and financial planning and control. Sustainability concepts and emerging measurement systems are introduced. Course is not intended for Management majors. Prerequisites: Take MGT 101 and MGT 140 (or other course that meets the QL requirement) or permission of instructor. Fall, Spring.

MGT 260 Introduction to Sports Management
The course will include, but is not limited to, the following topics in sport management: organizational theory, facility management, current issues, human resource management, labor relations, legal and ethical issues, marketing, communications, and financing. Spring.

MGT 290 Special Topics
1-4 credits
Study of a selected topic in management. May be repeated as topics change. Occasionally.

MGT 292 Transition to the Workplace
1 credit
Topical seminar focusing on the transition from college life to the workplace. Seminar topics include preparation of an effective resume, successful interviewing, business etiquette, locating and contacting prospective employers, building and maintaining job search momentum, development of an overall employment search strategy, and employer/employee expectations in the workplace. Graded Pass/Fail. Spring.

MGT 298 Independent Study
1-4 credits
Opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits. Fall, Spring.

MGT 301 Organizational Theory and Behavior
Analyzes approaches to managing modern organizations, using organizational theory to assess problems of administration in public and private organizations. Emphasizes internal structure, leadership, planning and personnel utilization problems, and external influences, bargaining and coalition formation relationships, and the nature of authority and organizational behavior. Prerequisites: Management majors and minors only, grade C or higher in MGT 101 and junior standing, or permission of instructor. Fall, Spring.
IIMGT 305 Organizational Diversity
Explores contemporary organizational diversity and multiculturalism from an interdisciplinary perspective, drawing from management, psychology, sociology, disability studies, feminist studies, and history. Specific topics will include understanding differences such as gender, race, ethnicity, age, religion, disability, appearance, and sexual orientation. Emphasis will be on addressing how organizations can become more inclusive. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

MGT 306 Personal Financial Planning
Introduces students to a comprehensive examination of the concepts and practical applications in financial planning. Topics include money management, tax planning, risk management and insurance, investment planning, retirement planning and estate planning. Prerequisites: MGT 213 and junior standing, or permission of instructor. Alternate years.

MGT 307 Sport Management
This course is designed to give the student a thorough understanding of the complexities of Sport Management. The scope of this class includes definitions, basic theories, organizational structure, leadership skills, sport marketing, facility and event management, sport law, sport ethics, sport finance. Prerequisites: MGT 101. Fall or Spring

MGT 319 Financial Management
Study of financial decision making based in contemporary financial theory and world economic conditions. The course will focus on financial theory and tools applicable to investing, capital budgeting, and capital structure decisions. Students are introduced to a variety of valuation techniques and to the capital markets and their influence on corporate financial decisions. Prerequisites: MGT 140, MGT 214, and junior standing, or permission of instructor. Fall, Spring.

MGT 324 Human Resource Management
Overview of human resource management, including human resource planning, recruitment, selection, training and development, performance appraisals, compensation, health and safety, employee and labor relations, employment law, job design and analysis, and human resource research. Prerequisites: MGT 101 and junior standing, or permission of instructor. Fall, Spring.

MGT 331 Principles of Marketing
Study of marketing behavior of the firm as it supplies goods and services to consumers and industrial users. Optimal "marketing mix," product design, product line policies, branding, pricing, promotion, consumer behavior, and channels of distribution. Prerequisites: Complete Quantitative Literacy requirement and Junior standing, or permission of instructor. Fall, Spring.

MGT 333 Advertising and Promotion
The role of advertising and promotion in society and in the marketing mix of the firm. Tools of promotion, budgeting, media, campaign evaluation and research, and criteria for selection of most effective media for the target market and products. Prerequisites: MGT 331 and junior standing, or permission of instructor. Fall, Spring.

MGT 335 Strategic Digital Marketing
Students will develop a strategic, digital marketing campaign including customer journey mapping, objectives and goals, activities mix, developing content, and communications guidelines. With the completed strategy and guidelines, students will develop a tactical implementation and management plan including using web tracking tools to measure customer development and monitoring overall impact. Prerequisites: MGT 331 and junior standing or permission of the instructor.

MGT 343 Consumer Behavior
This course examines consumer decision-making and how consumer characteristics and consumption patterns impact marketing decisions and marketing programs. Internal influences (consumer motivation, personality, perception, learning, and attitude formation), external factors (social, cultural, and cross-cultural determinants of consumer decision-making), and roles of ethics and social responsibility are discussed. Prerequisites: MGT 331 and junior standing or permission of the instructor.

MGT 345 Operations Management
Gives students the opportunity to learn basic operations management techniques to improve the efficiency with which work is accomplished in any type of organization. Inventory control models, queuing theory, simulation, and decision theory are
among the topics covered. Prerequisites: MGT 140 and MGT 213 and junior standing, or permission of the instructor. Fall, Spring.

**MGT 350 Business Law**

Presents law as an expanding social institution. Nature and sources of law, courts and court procedures, crimes and torts, contracts, agency and personal property, and types of business organizations. Prerequisites: MGT 101 and junior standing, or permission of instructor. Fall, Spring.

**MGT 355 Business Negotiations**

This course is a highly interactive course designed to introduce the student to the fundamental concepts of negotiation and the negotiation styles, tactics, and strategies used by corporate and public service negotiators, collective bargainers and mediators. The course examines the practical application of negotiation theory and conflict management in both basic and increasingly complex settings. Prerequisites: MGT 101 and MGT 301, or permission of instructor. Occasionally.

**MGT 381 Management Information Systems**

Survey course based on the premise that information systems knowledge is essential for creating competitive firms, managing global corporations, adding business value, and producing useful products and services to customers. MIS themes may include: managing environmental systems, managing supply chains, managing human resource information systems, and managing globally dispersed teams. Prerequisites: MGT 140 and MGT 213 or MGT 215, and junior standing, or permission of instructor. Fall, Spring.

**MGT 408 Honors Small Business Institute**

Under faculty supervision, students will serve in teams as consultants for local small businesses or non-profit organizations. Student teams will write comprehensive case analyses and business plans. Students in this course participate in national competition. Prerequisite: Permission of instructor. Spring.

**MGT 410 Principles of Investment**

Introduction to financial markets including the organization, regulation and ethics of national and international markets. Research, analysis, and valuation of financial instruments including equities, fixed income and leveraged securities, and derivatives are covered. Prerequisites: MGT 319 and senior standing, or permission of instructor. Spring.

**MGT 434 Marketing Research**

Study of the marketing research process, including management uses of marketing research, the scientific method in marketing and research procedures. Examination of exploratory and secondary research, including data collection, tabulation, and analysis. Emphasis on market segment, product, advertising, and sales analysis research. Prerequisites: MGT 331 and senior standing, or permission of instructor.

**MGT 446 Competitive Manufacturing Management**

Processes utilized in today's agile and lean manufacturing organizations that create tangible products optimizing value to the end consumer. Emphasis is focused in design, implementation, and control of manufacturing processes that are efficient, safe, and environmentally sustainable in the new era of fierce global competition and increasingly scarce natural resources. Prerequisites: MGT 101 and MGT 140. Spring.

**MGT 451 Business and Society**

Advanced study of management philosophy and practice with a focus on the intersection of business and society. The field of business management is explored with respect to its impact on rapidly changing cultural, legal and ecological phenomena. A particular focus is placed on business ethics and current events. Prerequisites: MGT 301 and senior standing, or permission of instructor. Fall, Spring.

**MGT 490 Advanced Special Topics**

1-4 credits

Exploration of an advanced major area of management, depending on student interest. May be repeated as topics change. Prerequisites: junior standing or permission of instructor. Occasionally.
**MGT 491 Capstone Seminar: Strategic Management**

Capstone course requiring the application of all business disciplines to real-world problems. Focuses on the decision-making process for the manager as a strategist and organization builder. Prerequisites: Completion of MGT 214, MGT 301, MGT 319, and MGT 331, a grade C or higher in MGT 301 and senior standing, or permission of instructor. Fall, Spring.

**MGT 493 Management Internship**

1-4 credits

An opportunity to compare management theory with practice through on-the-job experience in participating organizations. Regular meetings with the instructor ensure maximum learning. A research paper is required. May be repeated for a total of 8 credits. Cannot be used to fulfill required MGT elective. Prerequisites: 2.50 GPA overall and permission of instructor. Grade Pass/Fail. Fall, Spring.

**MGT 494 Advanced Cooperative Education**

12 credits

Sequential work-learning experience for which compensation may be received. Placements arranged by Management faculty. Supervision and evaluation conducted by both work-site supervisor and faculty. Normally, 480 hours of work is expected for 12 credits. Cannot be used to fulfill required MGT elective. Prerequisites: 2.0 cumulative GPA, declaration of major, and permission of instructor. Graded Pass/Fail. Fall, Spring.

**MGT 495 Seminar**

1-4 credits

Exploration of major areas of management under the direction of Management faculty. Subject matter depends on student interest. Prereq: Management Major only and Junior standing, or permission of instructor. Repeatable to a maximum of 4 credits.

**MGT 498 Independent Study**

1-8 credits

Advanced individualized study in an area of management not normally available in the curriculum. May be repeated for a total of 8 credits. Cannot be used to fulfill required MGT elective. Prerequisites: Junior standing and permission of instructor. Fall, Spring.

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**Mathematics**

**MATH 102 Mathematics for the Professions**

1 credit

Intensive review of fractions, decimals, percents, order of operations, solving equations, evaluating formulas, ratios and proportions and linear functions. Open only to management, nursing, and education majors and minors who do not pass the appropriate mathematics assessment exam. Graded Pass/Fail. Fall, Spring.

**MATH 120 Applied Algebra and Trigonometry**

Algebra and trigonometry taught in context, using technology to enhance understanding of algebraic concepts. Topics include numeracy; data analysis; linear, quadratic, and exponential growth; formula use; laws of exponents; logarithms; and systems of equations. Not open to students who have completed MATH 130 or MATH 151. Fall, Spring.

**MATH 130 Precalculus**

Functions explored from numerical, graphical, and analytic perspectives. Function notation, operations, and inverses. Includes study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Intended as a preparation for calculus and not open to students who have taken calculus in college. Presumes competency in the content of MATH 120. Fall, Spring.
MATH 135 Discrete Mathematics for Computer Science
This course introduces the foundations of discrete mathematics as they apply to computer science. The topics covered include binary and hexadecimal number systems, sets, logic and truth tables, functions and relations, combinations and permutations, recurrence relations, Boolean algebra, graph theory, matrix operations, and induction. Fall, Summer.

MATH 141 Introductory Statistics
Basic tools of descriptive statistics, discrete probability, binomial distribution, normal distribution, t-distribution, estimates and sample sizes, hypothesis testing, elementary correlation and regression, contingency tables. Use of graphing calculator and spreadsheet software. Fall, Spring.

MATH 151 Calculus I
Topics include limits, continuity and derivatives of functions of one and two variables, integrals of a function of one variable and the Fundamental Theorem of Calculus. Applications of differentiation and development of mathematical modeling skills will be emphasized. Presumes competency in content of MATH 130. Computer algebra system introduced. Fall, Spring.

MATH 152 Calculus II
Techniques of integration for functions of one and several variables; first and second order differential equations; applications such as area, volume, and arc length; apply Taylor series to find power series representations of functions. Continued use of a computer algebra system. Prerequisite: Grade C or higher in MATH 151. Fall, Spring.

MATH 171 Structure of Number Systems
Examines the structures and properties of mathematics while focusing on the development of problem-solving skills. Includes sets, functions, whole numbers, integers, fractions, decimals, and number theory. Intended for prospective elementary school teachers. Utilizes appropriate grade-level technology. Prerequisite: Passing grade on the proficiency examination. Fall, Spring.

MATH 172 Application of Number Systems
Considers applications of rational numbers, percent, probability and statistics, counting techniques, geometry, and measurement. Intended for prospective elementary school teachers. Utilizes appropriate grade-level technology. Prerequisite: Grade C or higher in MATH 171. Fall, Spring.

MATH 175 Data Analysis for Teachers
Techniques and applications of data analysis in school settings, including interpretation of standardized test scores. Addresses the use of technology to interpret data, sampling, descriptive, and inferential statistics. Use of SPSS. Fall.

MATH 218 Computer Tools for Problem Solving
An introduction to mathematical modeling and programming using software such as MATLAB and Excel, with emphasis on problem solving in mathematics and science. Some of the mathematical applications include optimization, numerical simulations, elementary probability, and differential equations. Fields of applications involve Biology, economics, and other science disciplines. Prerequisite: Grade of C or higher in MATH 151. Spring.

MATH 220 Mathematical Reasoning and Proof
Introduction to mathematical language, reasoning, and proof techniques. Designed to deepen students' mathematical problem-solving and reasoning skills. Topics include logic, set theory, proof techniques, mathematical induction, relations, functions, elementary number theory. Includes reading, writing, and development of proofs. Prerequisite: Grade of C or higher in MATH 151. Fall, Spring.

MATH 231 Linear Algebra
Develops the mathematical structures, algebraic properties, and applications of matrices, determinants, vectors, vector spaces, linear transformations, eigenvalues, and eigenvectors. Development and solution of mathematical models involving systems of linear algebraic equations and applications such as systems of linear differential equations or difference equations. Incorporates graphing calculator and computer algebra system. Prerequisite: Grade C or higher in both MATH 151 and MATH 220 or Grade C or higher in MATH 152. Spring.

MATH 241 Probability and Statistics I
A calculus-based course introducing elementary probability theory; discrete and continuous distributions and random variables; and sampling distributions. Data analysis via descriptive and inferential statistics. Includes point and interval
estimation; regression and correlation; and hypothesis testing. Prerequisite: Grade C or higher in both MATH 141 and MATH 152, or permission of instructor. Fall.

**MATH 242 Applied Statistics**

Hypothesis testing, single linear regression, and one-way analysis of variance using calculators and statistical software. Includes problems dealing with multiple linear regression, multi-way analysis of variance, nonparametric statistics, and computer applications. Prerequisite: MATH 141 or MATH 175 or PSYC 251 or MATH 241. Spring, odd years.

**MATH 251 Vector Calculus**

Extends multivariable calculus to vector fields and functions. Topics include vector algebra and geometry; line and surface integrals; gradient, divergence, and curl; Lagrange multipliers; and Green's, Stokes's, and Divergence theorems. Applications to physics, engineering, and other sciences. Computer algebra system used extensively. Prerequisite: Grade C or higher in MATH 152. Spring.

**MATH 275 Geometry for K-8 Teachers**

An introduction to geometry for the elementary/middle school curriculum. Emphasis on proof techniques and content areas of Euclidean and non-Euclidean topics. Prerequisite: MATH 172, or MATH 220. Spring.

**IIMATH 310 The Evolution of Mathematics**

How have cultural, historical, and scientific factors influenced the development of mathematics? This question is addressed via an interdisciplinary study of selected mathematical ideas from different historical time periods and cultures both Western and non-Western. Includes research, writing, and oral presentation requirements. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.

**IIMATH 315 Voting, Power, and Apportionment**

An interdisciplinary introduction to the mathematical tools used in Political Science. Topics include positional voting methods, desirable properties of positional voting methods, Arrow's Impossibility Theorem, weighted voting systems, mathematical measurements of power, apportionment methods from mathematical and historical points of view, and the Balinski-Young Impossibility Theorem. Prerequisites: 24 credits in ISP including ITW 101 and QL. Spring.

**MATH 320 Geometry**

Rigorous treatment of Euclidean and non-Euclidean geometries. Synthetic, analytic, and transformational approaches. Axiomatic systems, parallel postulates, congruence, similarity. Incorporates the historical development of geometry and the use of geometry software. Prerequisite: Grade C or higher in MATH 220. Fall.

**MATH 330 Abstract Algebra**

An introduction to the basic concepts of abstract algebra. Topics include groups, rings, fields, and their homomorphisms. Prerequisite: Grade C or higher in MATH 220. Fall.

**MATH 337 Number Theory**

Theory and applications of properties of the integers. Mathematical induction, divisibility, division algorithm, congruencies, greatest common divisor, least common multiple, primes, Fundamental Theorem of Arithmetic, and Pythagorean triples. Also considers historical background and famous number-theoretic conjectures. Prerequisite: Grade C or higher in MATH 220. Fall.

**MATH 341 Probability and Statistics II**

A second course in probability and mathematical statistics addressing in depth such topics as the Central Limit Theorem, Chebyshev's theorem, covariance, multiple regression, ANOVA, nonparametric methods, and applications of probability distributions. Prerequisite: Grade C or higher in MATH 241. Spring, even years.

**MATH 350 Real Analysis**

A rigorous presentation of functions of one variable. Topics include limits, continuous functions, derivatives, Riemann integrals, the Fundamental Theorem of Calculus, and infinite series. Prerequisite: Grade C or higher in MATH 152 and MATH 220. Spring.
MATH 361 Differential Equations
A study of analytical and numerical solution methods for ordinary and partial differential equations. Includes series solutions and special functions for the solution of ODEs and the use of Fourier series to solve PDEs. Transform and numerical methods for solving ODEs and PDEs are introduced. Prerequisite: Grade of C or higher in MATH 152. Fall.

MATH 362 Math Modeling and Computing
Introduction to the modeling process and numerical analysis. Explores the development and solution of discrete and continuous mathematical models. Computing topics include error analysis, computational efficiency, and programming of algorithms. Methods include numerical integration, numerical solution of differential equations, interpolation, and curve fitting. Mathematical software is used throughout the course. Prerequisite: Grade C or higher in MATH 151. Spring, Even years.

MATH 375 Algebraic Concepts for K-8 Teachers
The focus is on building algebraic thinking with an emphasis on modeling real-world phenomena and the meanings represented by algebraic expressions. Topics include linear relationships; slope; linear, quadratic, and exponential functions. Connections will be drawn between algebra and geometry through patterns and other areas of overlap. Prerequisite: MATH 275. Fall.

MATH 400 Capstone in Mathematics
A senior-level course in mathematical reasoning, problem solving, and communication. Topics vary at instructor's discretion. Students will make connections and integrate previous learning, develop mathematical literacy through reading and interpreting mathematical literature, and prepare and present written and oral reports on mathematical topics. Prerequisite: MATH 330 or MATH 350. Fall.

MATH 475 Capstone in Math Education
Provides a culminating experience for students pursuing the Mathematics Education for Elementary Teachers major. Students will make connections and integrate previous learning. Emphasis is on the content of mathematics and its connection with current major issues in mathematics education. Prerequisite: MATH 337 or permission of instructor. Fall.

MATH 490 Topics in Pure Mathematics
Topics from fields of pure mathematics. May be repeated with department's permission. Prerequisite: Permission of instructor.

MATH 494 Cooperative Education
1-8 credits
Sequential work-learning experience for which compensation may be received. Placements arranged, supervised, and evaluated by full-time faculty. Elective credit to maximum of 8 credits. Prerequisites: 2.5 cumulative GPA, declaration of Mathematics major, and permission of instructor. May be repeated for credit. Graded Pass/Fail.

MATH 498 Independent Study
1-8 credits
Individual investigation of selected topics. May be repeated for a total of 8 credits. Prerequisite: permission of instructor.

Meteorology

INMET 225 Meteorology
A survey of the atmosphere followed by discussion of solar influence, temperature, humidity, pressure, wind and forces. Weather patterns, severe weather and hurricanes are emphasized. World climates and classifications are treated, ending with past and future climates. Exercises such as map reading are conducted throughout the course. Fall, Spring.

MET 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 8 credits.
Modern Languages and Cultures

ML 191 Beginning Language I
Introduction to communication in a foreign language other than French, German, or Spanish with emphasis on listening and speaking skills.

ML 192 Beginning Language II
Continuation of the study of a foreign language other than French, German, or Spanish. Continuation of the development of oral communication skills. Prerequisite: ML 191 or the equivalent in prior study of this particular language.

ML 290 Selected Topics
Selected topics related to Modern Language study (e.g., Caribbean studies, the Franco-American experience). May be repeated as topics change. Occasionally.

ML 498 Independent Study
1-4 credits
Independent study under faculty supervision of a problem in an area of individual interest. Initiative and self-direction are required. May be repeated for a total of 8 credits. Prerequisite: Permission of instructor.

Music

MU 100 Music Workshop
No
Includes such musical activities as meetings, recitals, concerts, small ensemble performances, master classes, and guest lectures. Fall, Spring.

MUA 101 Applied Music
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music Education or B.A. in Music majors only. Fall, Spring.

MUAP 101 Applied Music
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.

MUAS 101 Applied Music: Secondary
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music majors or minors only. Fall, Spring.

MUCS 101 Applied Secondary Composition
1-2 credits
Individual composition instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit). Music major or minor only. Not applicable to the BM Music Composition or BM Technology programs. Fall, Spring.

MUCS 102 Applied Secondary Composition
1-2 credits
Individual composition instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit). Music major or minor only. Not applicable to the BM Music Composition or BM Technology programs. Fall, Spring.
IAMU 103 Fundamental Music Skills
Study of concepts, skills, and techniques necessary to read and understand music. An introduction to intervals, scales, key signatures, triads, and solfège. Not available for credit toward a Music major or minor.

IAMU 104 Listening to Music
Analytical and critical listening to music of various historical periods. Primary attention is given to music of the European-American classical tradition as well as popular music styles. Not available for credit toward a Music major or minor. Fall, Spring.

MU 105 Voice Class
1 credit
Emphasizes the development and improvement of proper vocal techniques for those with little or no vocal training. Helps non-Music majors with a variety of interests in singing. Fall, Spring.

MU 108 Piano Class I
2 credits
For students with little or no previous study of a keyboard instrument. Instruction takes place in a digital piano laboratory and emphasizes the development of music reading and playing skills for lifetime enjoyment. Designed for non-Music majors or minors. Fall, Spring.

MU 109 Piano Class II
2 credits
Continuation of MU 108. Development of previous experience at the keyboard. Emphasis on studying and playing easy, original keyboard music. Digital piano lab allows for individual level and pace. Designed for non-music majors/minors. Prerequisite: MU 108 with grade C or better, or by audition and permission of instructor. Spring.

MU 110 Guitar Class
1 credit
Introductory study of the guitar. Emphasis on development of music reading skills, basic chording, plectrum and finger picking techniques, and single-line melodic playing in the first position. Fall, Spring.

IAMU 112 Latin American Music Survey
A cultural, social, and historical survey of Latin American folk and art music that emphasizes African, European, and Amerindian roots of representative regional and national styles. Students learn through readings, lectures, films, listening, and performance on indigenous instruments. Fall.

IAMU 114 Music Cultures of the World
A study of selected folkloric, popular, and non-Western art music traditions and their historical, social, and cultural contexts. Fall, Spring.

IAMU 115 Women in Music
The study of recurring issues concerning women composers, teachers, performers, and patrons, in both historical and contemporary cultures. Spring.

MU 118 Functional Piano I
1 credit
Introduction to keyboard fundamentals, keyboard harmony, improvisation at the piano, and reading the grand staff with two hands. Prepares students for the first half of the department piano proficiency exam. Meets two hours a week. Prerequisites: Music major or minor status. Fall, Spring.

MU 119 Functional Piano II
1 credit
Continuation of MU 118. More advanced study and development of keyboard technique and performance skills. Introduction to sight-reading and transposition at the keyboard, ensemble playing, and the accumulation of repertoire and skills necessary for
successful completion of MU 283. Meets two hours a week. May be repeated once for credit. Prerequisite: MU 118. Fall, Spring.

**MU 130 Introduction to Music Education**

2 credits
Contemporary and historical analysis of public music education. Orientation to the teaching profession as a career choice through personal reflection, professional readings and field experience. Introduction to professional standards. Prerequisite: Successful audition as a declared music education major.

**MU 140 Vocal Diction I**

1 credit
A study of the International Phonetic Alphabet (IPA) and its application to languages for singing. This course will primarily cover English, French, and Italian. Fall.

**MU 141 Vocal Diction II**

1 credit
A study of the International Phonetic Alphabet (IPA) and its application to languages for singing. This course will primarily cover German, Latin, and Spanish. Prerequisite: MU 140. Spring.

**MU 151 Music Theory I**

2 credits
Fundamentals, including key signatures, scales, intervals, triads, and seventh chords. Roman numerals, basic part-writing using root-position chords, cadences, nonharmonic tones, basic figured bass analysis, and basic keyboard harmony. Prerequisite: Music major or minor. Fall, Spring.

**MU 152 Music Theory II**

2 credits
Counterpoint, part-writing using root position and first inversion chords, uses of six-four chords, harmonic tendencies, analysis and realization of figured bass, modes, secondary dominants and tonicization, and keyboard harmony. Prerequisite: MU 151, with a grade C or higher. Spring.

**MU 161 Aural Skills I**

1 credit
Sight-singing and aural dictation skills, including major and minor scales; major, minor, and perfect intervals; diminished, minor, major, and augmented triads; basic rhythms in simple meter; major and minor diatonic melodies; and basic root position harmonic progressions. Meets two hours a week. Prerequisite: Music major or minor. Fall, Spring.

**MU 162 Aural Skills II**

1 credit
Sight-singing and aural dictation skills, including major and minor scales; modes; consonant and dissonant intervals; triads in inversion; seventh chords in root position; rhythms in simple meter, with introduction to compound meter; and major, minor, and modal melodies. Harmonic dictation to include secondary dominants. Meets two hours a week. Prerequisite: MU 161, with a grade C or higher. Spring.

**MU 171 Chamber Ensemble**

0-1 credits
Open by audition to a limited number of students. Performance of traditional and/or contemporary chamber works in various ensembles. May be repeated. Fall, Spring.

**MU 172 KSC Concert Choir**

0-1 credits
Open by audition to any student with adequate singing ability, within limits of balance of voices. May be repeated. Fall, Spring.
MU 173 KSC Chamber Singers
0-1 credits
Open to a limited number of singers selected by audition. May be repeated. Fall, Spring.

MU 174 Orchestra
0-1 credits
Open to any student with adequate playing ability, within limits of balanced instrumentation. May be repeated. Fall, Spring.

MU 175 Jazz Ensemble
0-1 credits
Open by audition to a limited number of players. A select group specializing in jazz of various periods. May be repeated. Fall, Spring.

MU 177 Concert Band
0-1 credits
Open by audition to any student with adequate playing ability, within limits of balanced instrumentation. May be repeated. Fall, Spring.

MU 178 Guitar Orchestra
0-1 credits
A performing group composed of various sizes of classical guitars, specializing in the performance of works for multiple guitars. Audition required. May be repeated. Fall, Spring.

MU 181 Collaborative Piano Skills
1 credit
Pianists are guided through the characteristics of appropriate collaborative performance practices in both vocal and instrumental repertoire. Open by audition. May be repeated for credit. Fall, Spring.

MUA 201 Applied Music
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music Education or B.A. in Music majors only. Fall, Spring.

MUAP 201 Applied Music: Performance
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.

MUAS 201 Applied Music: Secondary
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music majors or minors only. Fall, Spring.

MU 211 Intro to Music Technology
An overview of the essential elements of music technology. Included topics will be sound, audio, MIDI, synthesis, and sampling. Also includes a review of the history of music technology and electronic music. Fall.

MU 212 Audio Recording Techniques
2 credits
An introduction to the basics of recording technology. Topics will include analog and digital recording systems, microphone design, microphone placement, and basic mixing techniques. This course will be primarily classroom-based with some hands-on projects. Spring.
MU 213 Composition Class I
2 credits
Preliminary study of the process of musical composition in a classroom setting. Includes the effective use of counterpoint; listening to examples from the standard literature; composing works for solo instrument or chamber groups. Prerequisite: MU 152 or permission of instructor. Fall.

MU 214 Composition Class II
2 credits
Continuation of MU 213. More advanced work with counterpoint techniques. Additional literature review. Composing for a wider variety of instruments or voice. Prerequisite: MU 213. Spring.

IAMU 216 History of Rock and Roll
Study of the growth and diffusion of popular music and its surrounding culture in the '50s and '60s, including concurrent historical events and movements as well as trends in other arts. Fall, Spring.

IAMU 218 The History of Jazz
Jazz from its origins through modern developments. Ethnic backgrounds, contributing factors, style characteristics, and interrelationships, literature, and performers. Fall, Spring.

MU 218 Functional Piano III
1 credit
Students will improve sight-reading and transposition skills through the study of choral, band, and orchestral scores. Figured bass, easy keyboard literature, and an introduction to vocal accompanying strategies. Meets two hours a week. Prerequisite: MU 119. Fall.

MU 219 Functional Piano IV
1 credit
Students will lead the class, run a choir rehearsal, and practice teaching from the keyboard. Repertoire and ensemble playing will continue to reinforce sight-reading and performance skills. Meets two hours a week. Prerequisite: MU 218. Spring.

MU 220 Technology for Music Educators
An introduction to music technology and its relationship to music education. Topics are based on the areas of competency in music technology for K-12 music teachers established by the Technology Institute for Music Educators and competency in music arranging. Prerequisites: Music Education major, sophomore standing. Fall.

MU 222 Musical Improvisation
1 credit
Within the elements of rhythm, melody, harmony, timbre and form, this course will provide a foundation for developing extemporaneous musical skills useful in performance and teaching. Students are expected to have completed one year of music theory prior to taking this course. Fall, Spring.

MU 223 String Methods I
1 credit
Class instruction in string performance, pedagogy, methods, materials, and basic instrument maintenance. Two instruments are studied. Prerequisite: Music major or permission of instructor. Meets first half of semester only. Fall.

MU 224 String Methods II
1 credit
Continuation of MU 223. Additional stringed instruments are studied. Prerequisite: MU 223. Meets second half of semester only. Fall.
MU 225 Brass Methods I

1 credit

Class instruction in brass performance, pedagogy, methods, materials, and basic maintenance. Two brass instruments are studied. Prerequisite: Music major or permission of instructor. Meets first half of the semester only. Fall.

MU 226 Brass Methods II

1 credit

Two additional brass instruments are studied. Prerequisites: MU 225 and major in Music. Meets second half of the semester only. Fall.

MU 227 Woodwind Methods - Flute

1 credit

Class instruction in woodwind performance, pedagogy, methods, materials, and basic maintenance. Prerequisite: Music major or permission of instructor. Spring.

MU 228 Woodwind Methods - Clarinet & Saxophone

1 credit

Class instruction in clarinet and saxophone performance, pedagogy, methods, materials, and basic maintenance. Prerequisite: Music major. Spring.

MU 229 Percussion Methods I

1 credit

Class instruction in percussion performance, pedagogy, methods, materials, and basic instrument maintenance. Prerequisite: Music major or permission of instructor. Meets first half of semester only. Spring.

MU 230 Percussion Methods II

1 credit

Continuation of MU 229. Prerequisite: MU 229. Meets second half of semester only. Spring.

MU 231 Guitar Methods

2 credits

Class instruction in basic guitar skills, emphasizing application in classroom teaching situations at the elementary and junior high levels, methods and materials, and basic instrument maintenance. Fall, Spring.

MU 232 Woodwind methods - Oboe & Bassoon

1 credit

Class instruction in oboe and bassoon performance, pedagogy, methods, materials, and basic maintenance. Prerequisite: Music major. Spring.

IIMU 241 Listening to Brazil

This course offers an interdisciplinary examination of Brazilian arts and culture, with an emphasis on music, literature, and film. Fall, Spring.

IAMU 242 Listening to America

This course examines the history of music in the United States, with an emphasis on 20th-century music. Students will study traditional, popular, and classical music from historical and social perspectives. Prerequisite: ITW 101. Fall, Spring.

IIMU 243 Film Music History and Technique

The course will enrich anyone's appreciation for this art form and provide an introduction to the music of the film industry. The development of film music will be traced from the early Silent Film era through the advent of the "Talkies" and on to the grand Romantic scores of modern times. Fall, Spring.
MU 251 Music Theory III
2 credits
Part-writing using all inversions, modulation to closely related keys, chromatic harmonies. Keyboard harmony. Major forms, including binary, ternary, rondo, and sonata-allegro. Analysis of Bach chorales, mid- to late-classical and early-Romantic music. Prerequisite: MU 152, with a grade C or higher. Fall.

MU 252 Music Theory IV
2 credits
Modulation to distant keys, chromatic modulation, and chromatic mediant relationships. Continued part-writing and analysis of late-classical and Romantic music. Twentieth-century rhythmic, tonal, and post-tonal concepts, and analysis of contemporary repertoire. Keyboard harmony and score reading. Prerequisite: MU 251, with a grade C or higher. Spring.

MU 261 Aural Skills III
1 credit
Sight-singing and aural dictation skills, including scales, modes, consonant and dissonant intervals, all triads and dominant seventh chords in root position and inversions, Neapolitan and augmented sixth chords, and compound rhythm. Advanced diatonic melodies and harmonies, including secondary dominants, chromatic chords, and modulation to closely related keys. Meets two hours a week. Prerequisite: MU 162, with a grade C or higher. Fall.

MU 262 Aural Skills IV
1 credit
Sight-singing and aural dictation skills, including major, minor, modal, and contemporary scales; compound intervals; triads and seventh chords in root position and inversions; and chromatic chords. Rhythms in simple, compound, and changing meters. Melodies and harmonies to include secondary dominants, chromatic chords, and modulation to close and distant keys. Meets two hours a week. Prerequisite: MU 261, with a grade C or higher. Spring.

MU 270 Opera Workshop
1 credit
Opera excerpts are studied and performed. Complete operas are also studied: composers, plots, and characters. May be repeated for credit. Fall, Spring.

MU 281 Aural Skills Proficiency Assessment Exam
0 credits
Required of all music majors. One of three mid-level assessment exams required by the Department of Music necessary for continuation in the program. Taken concurrently with MU 261. May be repeated once. Graded Pass/Fail. Fall, Spring.

MU 282 Mid-Level Review Assessment Exam
0 credits
Required of all music majors. One of three mid-level assessment exams required by the Department of Music necessary for continuation in the program. May be repeated once. Graded Pass/Fail. Spring.

MU 283 Piano Proficiency Assessment Exam
0 credits
Required of all music majors. One of three mid-level assessment exams required by the Department of Music necessary for continuation in the program. May be repeated once prior to junior-level coursework (Music Education majors and BA candidates), or junior recital jury (Music Performance majors). Graded Pass/Fail. Fall, Spring.

MU 290 Special Topics in Music
1-4 credits
Study of selected topics in music. May be repeated as topics change. Prerequisite: ITW 101 or permission of instructor.
MU 298 Independent Study
1-8 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

MUA 301 Applied Music
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music Education or B.A. in Music majors only. Fall, Spring.

MUAP 301 Applied Music: Performance
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.

MUAS 301 Applied Music: Secondary
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music majors or minors only. Fall, Spring.

MUC 301 Applied Composition
2 credits
Individual instruction consisting of twelve 50 minute lessons and a semi-weekly Composers Forum. Prerequisite: MU 214 with a grade of "C" or higher. Fall, Spring

MUAP 302 Applied Music: Performance
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.

MUAS 302 Applied Music: Secondary
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. Music major or minor only. This course is repeatable. Fall, Spring.

MUC 302 Applied Composition
2 credits
Individual instruction consisting of twelve 50 minute lessons and a semi-weekly Composers Forum. Prerequisite: MUC 301 with a grade of "C" or higher. Fall, Spring

IHMU 305 History of Jewish Music
Jewish music from biblical times to the present. Includes liturgical, cantorial, holiday, folk, and concert music; Israeli, Yiddish, Klezmer, and contemporary synagogue music; choral tradition and music of the Holocaust. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Cross-listed with IHHGS 305. Fall, Spring.

MU 310 Western Music Before 1700
2 credits
A survey of Western art music traditions from the Medieval era up to the 18th century. Emphasis on the development of musical style. Prerequisite: MU 251. Fall.

MU 311 Sound Design
This course continues the study of physical acoustics and psychoacoustics, with an emphasis on music and audio applications. Topics will include software synthesis, acoustic modeling, wave mechanics, acoustic measurements, tuning and temperament, and the perceptual properties of sound. Prerequisite: MU 211 with a grade of C or higher. Fall.
IAMU 312 Latin American Music, Society, and Culture
Students will explore cultural origins, diversity, and the role of music by using examples from various representative regions of Latin America. Prerequisite: 24 ISP credits, including ITW 101 and IQL 101. Spring.

MU 312 Western Music After 1700
A chronological survey of music from the 18th century to the present day. Emphasis on the development of musical style. Prerequisite: MU 251. Spring.

MU 315 Conducting I
2 credits
Basic conducting techniques, experience in score reading, baton technique, and interpretation. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283). Additionally, Music Education majors must have gained admission to Educator Preparation. Fall.

MU 316 Conducting II
2 credits
Sequel to MU 315. More advanced conducting techniques used in both instrumental and choral ensembles. Prerequisite: MU 315, with a grade C or higher. Spring.

MU 326 Applied Pedagogy
2 credits
Directed study of materials and approaches to studio teaching of one's primary applied instrument or voice to students of all ages and levels. Prerequisite: MUA 102 or MUAP 102, and permission of instructor. Vocal: Fall, Piano: Fall, odd years. Guitar: Spring, even years. Other instruments: As needed.

IAMU 330 Music of Africa & the Diaspora
Connecting the music of Africa and the Americas, this course looks at traditional African music; contemporary African popular styles such as soukous, highlife, afrobeat, and mbaqanga; music from Cuba, Haiti, Brazil, Martinique; and African American styles from early folk music to gospel, blues, R&B and funk. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

MU 335 Performance Literature
Sections offered in literature for voice, piano, guitar, and other instruments as needed. Classes include performance of examples with coaching in stylistic interpretation of literature from all periods.

IAMU 340 Engagement in the Arts
Active participation and research into local community arts organizations. Emphasis on the impact of volunteering and community engagement. Includes research project, volunteer hours and independent work. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

MU 354 Music Curriculum & Assessment
2 credits
This course will focus on the purpose and techniques necessary to implement general and ensemble music curriculum design and assessment. Prerequisite: Admission to the Educator Preparation program and successful completion of the departmental exams MU 281, MU 282, and MU 283. Fall.

MU 355 Adaptive Music
2 credits
This course will focus on laws governing special education and their impact on music educators in adapting music experiences to best meet students’ needs in general and ensemble music classrooms. Prerequisite: Admission to the Educator Preparation program and successful completion of the departmental exams MU 281, MU 282, and MU 283. Spring.
MU 356 General Music K-12 Practicum
1 credit
Supervised field experience in K-12 General Music classroom(s). Prerequisite: Admission to Educator Preparation program and successful completion of departmental exams (MU 281, MU 282, MU 283). Corequisite: MU 357. Spring.

MU 357 General Music K-12
Planning, teaching, and assessing general music lessons (K-12) in accordance with the National Music Standards. Implementation of Orff, Kodaly, and Dalcroze pedagogies including keyboard skills, singing, playing classroom instruments, solfège, and Curwin hand signs. Classroom observations and field teaching are required. Prerequisite: Admission to Educator Preparation program and successful completion of MU 281, MU 283. Corequisite: MU 356. Spring.

MU 358 Choral Music Education
2 credits
Principles, techniques, and materials for developing and administering a complete school choral program. Includes sources and criteria for selection of repertoire. Prerequisites: Admission to Educator Preparation program and successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and MU 316. Corequisites: MU 359 and MU 360. This course is repeatable. Fall.

MU 359 Ensemble Music Practicum
1 credit
This is a course designed to create supervised field experiences in public school instrumental and/or choral music programs for music education majors. Prerequisite: Admission to Educator Preparation program and successful completion of departmental exams (MU 281, MU 282, MU 283). Corequisites: MU 358 and MU 360. Fall.

MU 360 Instrumental Music Education
2 credits
Principles, techniques, organization, and materials for developing and administering a complete school instrumental program. Includes sources and criteria for selection of repertoire. Prerequisites: Admission to Educator Preparation program and successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and MU 316. Corequisites: MU 358 and MU 359. This course is repeatable. Fall.

MUAP 380 Junior Recital: Performance
0 credits
This course number documents the successful completion of a Music Performance major’s junior recital. The course is graded Pass or No Pass. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and by permission of the Music Department chairperson.

MUA 401 Applied Music
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. Successful completion of senior recital requirements is necessary for a passing grade in this course for Music Education majors. For Music Education or B.A. in Music majors only. This course is repeatable. Fall, Spring.

MUAP 401 Applied Music: Performance
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.

MUC 401 Applied Composition
2 credits
Individual instruction consisting of twelve 50 minute lessons and a semi-weekly Composers Forum. Prerequisite: MUC 302 with a grade of "C" or higher. Fall, Spring.
MUAP 402 Applied Music: Performance
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. This course is repeatable. For Music Performance majors only. Fall, Spring.

MUC 402 Applied Composition
2 credits
Individual instruction consisting of twelve 50-minute lessons and a semi-weekly Composers Forum. Successful completion of senior recital requirements is necessary for a passing grade in this course. This course is repeatable. Prerequisite: MUC 401 with a grade of C or higher. Fall, Spring.

IAMU 407 Teaching Music to Children
This course will address the influence of music on children from a variety of perspectives in both music and education. Students will develop skills in singing, listening, creating, playing classroom instruments, and leading music activities. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

MU 411 Advanced Sound Design
2 credits
An advanced course in the sound design oriented toward independent projects. Projects will require the development of sounds for video and audio. Prerequisite: MU 311 with grade of C or higher. Fall.

MU 412 Recording Studio
2 credits
An advanced lecture and project-oriented course centered on the audio production processes of recording, mixing, and mastering. Topics will include aesthetics of a mix and various processes and techniques relevant to music production. Students will engage in extensive critical listening throughout the course. Spring.

IAMU 417 Avant Rock
Presented in a seminar format, this course involves a study of how experimentalism and avant-garde developed in the context of rock music. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

MU 419 Practicum in Ensemble Directing
1-4 credits
Allows upper-division Music majors to participate as apprentices in performing groups. Students may be asked to assist in selection of literature, group logistics, rehearsal, and performance. May be repeated for a maximum of 4 credits. Prerequisites: MU 315 and MU 316, an audition, and permission of instructor. Fall, Spring.

MU 426 Intermediate Piano Pedagogy
2 credits
Techniques, methods, materials, and repertoire for teaching intermediate and early advanced levels of piano instruction. Also, the history of piano pedagogy, the development of modern piano technique, and current approaches to piano technique. A practicum in teaching both individual and group lessons is an essential component of the course. Prerequisite: MU 326. Spring, even years.

MU 475 Student Teaching - Elementary
6 credits
Full-time seven-week placement in elementary-level music classroom setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Educator Preparation Office. Fall, Spring.
MU 476 Student Teaching - Secondary
6 credits
Full-time seven-week placement in secondary-level music classroom setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Educator Preparation Office. Fall, Spring.

MU 477 Music Student Teaching Seminar
2 credits
Seminar taken during student teaching focuses on current social, legal, and ethical issues affecting music education. Includes reflection on professional identity and culminating portfolio development. Corequisites: MU 475 and MU 476. Fall, Spring.

MUA 480 Senior Recital: Music Education
0 credits
This course number documents the successful completion of a Music Education major’s senior recital. The course is graded Pass or No Pass. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and by permission of the Music Department chairperson.

MUAP 480 Senior Recital: Performance
0 credits
This course number documents the successful completion of a Music Performance major’s senior recital. The course is graded Pass or No Pass. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and by permission of the Music Department chairperson.

MUC 480 Senior Recital: Composition
0 credits
This course number documents the successful completion of a Music Composition major’s senior recital. The course is graded Pass or No Pass. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and by permission of the Music Department chairperson.

MU 495 Seminar
Integrates a student's knowledge and skills in music and applies them in an upper-level seminar setting. Presents one topic per semester: Counterpoint, Analytical Techniques in Music, 20th-century music, or other topics. Final projects relate to a student's degree specialization or interests. May be repeated as topics change. Prerequisite: MU 252. Fall, Spring.

MU 496 Senior Project
2 credits
A capstone project in Music Technology demonstrating competence as an audio engineer and sound designer. The project, in consultation with the instructor, may take the form of a lecture recital or significant development project with lecture presentation. Spring.

MU 497 Internship in Music Technology
2 credits
80-hour supervised, contracted internship arranged by the student with an approved music technology company, for either a semester's work or summer employment. Contract must be approved by the music technology coordinator. Responsible faculty supervision and review required. Prerequisites: MU 211, MU 212, MU 311, MU 411 and MU 412. Fall, Spring.

MU 498 Independent Study
1-8 credits
Independent reading and study in a selected area of Music, conducted on a tutorial basis. Students must obtain approval of the supervising faculty member before registering. May be repeated for a total of 8 credits.
Nursing

NURS 298 Independent Study

1-4 credits

Reading/writing or in-depth exploration of a selected area of nursing with a faculty member. May be repeated. Prerequisite: Permission of instructor.

NURS 301 Introduction to Professional Nursing

2 credits

The purpose of this course is to explicate the values and philosophy of the Nursing Program and help students to develop an understanding of issues confronting professional nurses. Emphasis is on history, trends, policy issues and the inter-relatedness of these factors with socio-cultural forces affecting the quality, nature and delivery of basic nursing care. Spring.

NURS 302 Fundamentals of Nursing

This course introduces students to the theoretical foundations of practice and begins to establish the knowledge, attitudes, and skills required in the field. The course will emphasize the need for nurses to recognize and respond to patient values and needs with respect and compassion in a coordinated health care environment. Prerequisite: NURS 301. Co-requisites: NURS 303, NURS 304, NURS 306, NURS 311, NURS 312. Spring.

NURS 303 Nursing Pharmacology I

2 credits

This introductory nursing pharmacology course focuses on developmentally relevant pharmacodynamic and pharmacokinetic processes. These processes include drug therapy which is essential to prevent adverse drug interactions and patient harm. This course explores basic physiological mechanisms underlying illness and disease, and the positive outcomes associated with health promotion and disease prevention. Prerequisite: NURS 301. Co-requisites: NURS 302, NURS 304, NURS 306, NURS 311 and NURS 312. Fall.

NURS 304 Clinical: Patient-Centered Care

Pre-licensure nursing students are introduced to the holistic care of clients, beginning clinical decision-making, and therapeutic nursing interventions as the foundation of nursing practice. Nursing process, assessment, documentation, therapeutic communication skills, aseptic technique, medication administration and other fundamental nursing skills are included. Medication-Math Competency is required to earn passing grade. Prerequisite: Acceptance into the Nursing program. Co-requisites: NURS 301, NURS 302 and NURS 303. Graded Pass/Fail.

NURS 305 Psychosocial Nursing

Students develop the knowledge necessary to identify, apply, and evaluate current evidence to support clinical expertise. Decision-making skills that demonstrate compassionate awareness of patient and family preferences, experience, and values will be developed. Therapeutic interventions for acute, chronic, and mental health alterations are presented. Prerequisite: NURS 302. Concurrent with NURS 306 *. *Pre-Licensure option candidates are also expected to enroll in NURS 307. Spring.

NURS 306 Pathophysiology for Nursing

2 credits

This course focuses on concepts of pathophysiology essential to understanding alterations in body systems at a cellular and organ system level. The fundamental principles of nursing will be integrated to support clinical decision making for health promotion, risk reduction, and disease management. Prerequisite: NURS 301. Co-requisites: NURS 302, NURS 303, NURS 304, NURS 311, NURS 312. Fall.

NURS 307 Clinical: Evidence-Based Practice

This clinical course provides the experience of applying evidence and skills in caring for adult clients, including the elderly. These clinical experiences promote disciplined decision-making, support effective communication, facilitate positive patient care outcomes, and strive for error reduction, using nursing informatics to document nursing care and outcomes of patient care, and communicate with others. Graded Pass/Fail. Prerequisites: NURS 302, NURS 303, NURS 304. Concurrent with NURS 305 and NURS 306.
NURS 308 Medical Surgical Nursing - Acute Care
This course addresses restorative care for adults in medical and surgical care settings. Topics include pathophysiology of disease, therapeutic nursing interventions for acute and chronic manifestations of diseases in major organ systems. Prerequisites: NURS 302, NURS 303, NURS 304, NURS 306, NURS 311, NURS 312. Corequisites: NURS 305, NURS 307, and NURS 314. Spring.

NURS 309 Nursing Research I
The course prepares students to identify researchable clinical problems in healthcare settings. Understand the research process, compare and contrast the processes of EBP and QI. Students develop skills to critically analyze research studies and apply research outcomes. Research studies are critically analyzed with regard to their implications for clinical practice. Prerequisite: MATH 141; Corequisites NURS 305 and NURS 308.

NURS 310 Healthcare Informatics
Integrates nursing science with computer technology and information science. Provides focus on the role of information systems in health care organizations. Emphasis is on technology-based health applications which support clinical, administrative, research, and educational decision making enhancing the efficacy of nursing endeavors. Summer.

NURS 311 Clinical Calculations
2 credits
This course prepares students to calculate dosage and solutions for beginning nursing practice. Students will learn how to make conversions between measurement systems, calculate drug and fluid dosages, and understand drug calculations for specialty areas. Prerequisite: NURS 301 and Pre-nursing students who have passed Nursing Basic Math Exam according to program standards. Co-requisites: NURS 302, NURS 303, NURS 304, NURS 306, NURS 312. Fall.

NURS 312 Health Promotion & Assessment

NURS 314 Nursing Pharmacology II
2 credits
This course focuses on understanding pharmacodynamic and pharmacokinetic processes following drug therapy. Concepts are essential to prevent drug interactions and patient harm. Pharmacology II will explore processes and integrate physiological mechanisms, underlying illness and disease, and the positive outcomes associated with health promotion and disease prevention. Prerequisite: NURS 303. Spring.

NURS 401 Community Health Nursing
This course promotes integration of patient-centered care and evidence-based practice assisting the student to provide nursing care to population aggregates and function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning and development. This course prepares nurses for the practice of population-based care. Students examine the historic, contemporary and futuristic perspectives of the development of community and public health nursing as well as its principles and theories building on the social sciences and epidemiology. Prerequisites: NURS 301, NURS 302, NURS 303, NURS 304, NURS 305, NURS 306, NURS 307, NURS 311, NURS 312. Co-requisites: NURS 402, NURS 403, NURS 407.

NURS 402 Specialty Nursing Practice
Critical thinking and the nursing process are used to provide therapeutic nursing interventions to manipulate complex environmental factors while maintaining health and promoting wellness. Focus is on advanced assessment techniques and nursing skills, caring for the childbearing family, clients in schools, and the workplace. Prerequisite: NURS 307. Co-requisites: NURS 401 and NURS 403. Fall.
NURS 403 Clinical: Specialty Settings
2-4 credits
Note: 4 credits Pre-Licensure and 2 credits RN. Students apply nursing knowledge and skills in community health, occupational health, child-bearing and child rearing agencies, and function as a member of a health care team to ensure positive outcomes. Clinical sites will include community clinics, rural hospitals, long-term care centers, senior centers, day care centers, schools, OB clinics and acute care including ante-partum labor/delivery sites, post-partum sites and newborn nursery sites. Patients and sites will vary depending on availability. Clinical course associated with NURS 401 and NURS 402. Community health visits may focus on maternal and child health. Prerequisite: NURS 301, NURS 302, NURS 303, NURS 304, NURS 305, NURS 306, NURS 307 Co-requisites: NURS 401, NURS 402, NURS 407. Graded Pass/Fail.

NURS 404 Nursing Leadership
2 credits
Students gain understanding of how nursing leadership influences patient care and team functioning in practice. The capstone course provides opportunities for students to synthesize knowledge and skills as a professional nurse, use data to monitor outcomes and develop methods to continuously improve the quality and safety of healthcare. Prerequisite: NURS 403. Corequisite: NURS 406.

NURS 405 Nursing Research II
2 credits
The course reinforces the principles of quantitative and qualitative research methods, the application of statistical analysis of data, the utilization of information systems for accessing, storing and analyzing data, as well as the application of theoretical constructs to frame clinical questions and/or a research proposal. Prerequisites: MATH 141, NURS 309.

NURS 406 Transition to Practice Clinical
This clinical immersion course fosters transition from student nurse to practicing professional nurse. Students participate in the interdisciplinary provision of quality health care. Students will participate in management within health care organizations and test quality control methods which promote the application of research in nursing practice. Prerequisites: NURS 403. Co-requisites: NURS 404, NURS 405. Spring.

NURS 407 Medical Surgical Nursing - Chronic Care
Students will develop the knowledge necessary to identify, evaluate and apply the best current evidence to develop clinical expertise, as well as consider adults and families' preferences, experiences and values to make practice decisions. Therapeutic interventions pertaining to the care of the client experiencing chronic illness, and health deficiencies will be presented. Pre-requisite: NURS 308. Co-requisites: NURS 401, NURS 402, NURS 403.

NURS 408 NCLEX-RN Preparation & Review
2 credits
Provides students with the opportunity to review their mastery of nursing content, computer CAT test-taking skills and strategies, and the psychomotor aspects of high stakes testing in preparation for the NCLEX-RN. Prerequisite: Senior Nursing Standing.

NURS 410 Medical Surgical Nursing III
2 credits
The course incorporates case scenarios and patient simulation that actively engage students in critical-thinking and clinical decision-making. Students explore physiological and psychological principles of complex illnesses building upon knowledge from previous nursing courses. Focus is on collaborating with other healthcare professionals, managing patient care and quality improvement. Prerequisites: NURS 308, NURS 402, NURS 407. Corequisites: NURS 404, NURS 406.

NURS 498 Independent Study
1-4 credits
Reading/writing or research in a selected area of nursing with a faculty member. May be repeated. Prerequisite: Permission of instructor.
Philosophy

IHPHIL 100 Logical Argumentation
The art of correct reasoning, advanced by studying forms of argument. Emphasizes deductive arguments, both categorical and sentential, and informal fallacies. Fall, Spring.

PHIL 200 Philosophy and Critical Analysis
Critical readings in works of the Greek, Medieval, and Modern periods of Western philosophy. Skills of analyzing, evaluating, and paraphrasing are nurtured and applied to philosophical arguments, classifications, definitions, explanations, and refutations. Fall, Spring.

IHPHIL 220 Ethics
Are abortion, euthanasia, and capital punishment morally acceptable? This course will examine the most influential philosophical approaches to resolving ethical questions such as these. We will apply philosophical theories and principles to a variety of moral dilemmas, with the aim of developing the skills necessary to successfully analyze ethical arguments. Fall, Spring.

PHIL 231 Comparative Religion
A philosophical introduction to many of the world's religions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. Investigates the differing aspects of human religious experience and examines the similarities and differences both between religions and among the denominations within them.

PHIL 250 Sex, Gender, Justice
Feminism is concerned with securing women's rights and gender justice. But what is gender? What is gender justice? And what are women's rights? This course explores feminist theory from a philosophical and historical perspective. Topics include: the sex/gender distinction, gendered knowledge, and the possibility of choice under oppression. Spring.

PHIL 280 Knowledge and Reality
How do you know you're not dreaming? What is knowledge, and what kinds of knowledge can we have? What makes you the same person you were yesterday? Do people have free will? We will examine philosophical answers to these questions as we explore central issues in metaphysics and epistemology. Occasionally.

PHIL 290 Special Topics
Examines a selected topic, or the works of one or two major thinkers, at an intermediate level. May be repeated as topics change. Occasionally.

PHIL 298 Independent Study
2-8 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

PHIL 300 Ancient Philosophy
An examination of Western philosophy among the Greeks and Romans, from Thales through Plotinus. Reading and discussion of primary sources. Prerequisite: One course in Philosophy or permission of instructor. Alternate years.

PHIL 304 American Philosophy
A critical study of American Pragmatism, its critique of earlier Modern philosophy, and its appropriation of evolutionary theory. Prerequisite: One course in Philosophy or permission of instructor. Occasionally.

PHIL 306 Existentialism and Literature
An examination of philosophic writings, novels, and plays from writers such as Nietzsche, Kierkegaard, Kafka, Camus, Beckett, Ionesco, and Sartre. Attempts are made to isolate and evaluate typical existentialist themes and contrast them with nonexistentialist themes.
PHIL 313 Philosophy and the Holocaust
This course examines ethical, philosophical, and theological issues relating to the experience of the Holocaust and the broader human concerns of evil and suffering. Topics include the uniqueness and universality of the Holocaust as well as questions of justice. Cross-listed as HGS 313. Fall.

PHIL 340 Politics of Multiculturalism
Citizens in contemporary democracies have a wide variety of different religious and cultural beliefs. Should we tolerate these beliefs? What if the beliefs are undemocratic? We will examine different philosophical approaches to these questions in order to understand the complicated relationship between democracy and multiculturalism. Prerequisites: 4 credits in PHIL or permission of instructor. Fall.

PHIL 350 Aesthetics
A philosophic introduction to a variety of influential theories of art in areas as diverse as literature, dance, and film. Examination of the role of the creative process in human experience as perceived by philosophers from Plato to Derrida.

PHIL 360 Philosophy of Law
Examines questions in the area of the philosophy of law including discussions of the appropriate roles of liberty, justice, and responsibility in a society that reconciles a respect for the individual with the need for legitimate governmental authority. Prerequisite: One course in Philosophy or permission of instructor. Occasionally.

PHIL 370 Philosophy of Language
What gives words meaning? How do pointing and other contextual factors influence interpretation? What role do intentions play? How do Superman and Santa Claus differ from the names of real people? We will explore questions such as these from a philosophical perspective, through readings by Russell, Kripke, Putnam, and others. Prerequisite: IHPHIL 100. Occasionally.

PHIL 380 Why Not Anarchy?
Liberal political theory begins with the assumption that our government is immensely powerful. It can tax us, execute us, or draft us into wars. This course examines whether or not such power is ever acceptable in a democratic society. Is democracy really the best form of government? Why not anarchy? Spring.

PHIL 406 Existentialism and Film
The success of many films derives not only from their entertaining qualities, but also from existential themes. Philosophical perspectives are applied to the films of directors such as Woody Allen and Alfred Hitchcock. Occasionally.

PHIL 490 Advanced Special Topics
Examines a selected topic, or the works of one or two major thinkers at an advanced level. May be repeated as topics change. Prerequisite: One course in Philosophy or permission of instructor. Occasionally.

PHIL 498 Independent Study
2-8 credits
Independent reading and study in a selected area of philosophy, conducted on a tutorial basis. Students must obtain approval of the supervising faculty member before registering. May be repeated for a total of 8 credits. Occasionally.

Physics

INPHYS 131 Engineering Fundamentals
Introduces students to a variety of engineering disciplines and covers aspects of engineering including the design process, data presentations, systems of units and conversions, Newton's laws of motion, thermodynamics, statics, strength of materials, electricity, and case studies based on contemporary engineering problems.

INPHYS 141 College Physics I
Algebra-based introduction to Newtonian mechanics. Emphasis on conceptual understanding and problem-solving: motion, forces, Newton's laws applied to both linear and rotational situations, momentum, energy, and conservation laws. Knowledge
of algebra and trigonometry are expected. A math competency assessment is administered. Includes two-hour laboratory. Fall, Spring.

**PHYS 142 College Physics II**
Continuation of INPHYS 141 with the extension of basic concepts to include fluids, vibrations and waves, thermal physics, thermodynamics, electrostatics, electrical circuits and magnetism, and geometrical and physical optics. Includes two-hour laboratory. Prerequisite: INPHYS 141. Spring.

**INPHYS 201 Phenomenal Science**
A hands-on, minds-on inquiry-based exploration of the basic physical principles that underlie our observations and experiences in the everyday world. Topics include motion, forces, energy, fluids, sound, heat, light, electricity, magnetism, and the atom. Ideal for preservice teachers. Prerequisite: IQL 101 or by permission of the instructor. Fall, Spring.

**INPHYS 210 History of Science**
The history and philosophy of science (astronomy, chemistry, geology, physics, and evolution) from its origins in Ancient Greece through Rome, the Middle Ages, the Islamic period, and the Renaissance to the Scientific Revolution of the 17th century to modern times, including plate tectonics, relativity, quantum physics and cosmology. Prerequisites: ITW 101 and IQL 101 or equivalent. Fall.

**INPHYS 241 University Physics I**
The first semester of a three-semester calculus-based sequence for science and technology majors. Emphasized are kinematics, forces, both static and dynamic, energy and momentum, gravitation, thermal physics, and thermodynamics. Includes a two-hour laboratory. Spring.

**PHYS 242 University Physics II**
A continuation of INPHYS 241 that treats rotational dynamics and angular momentum, oscillations, fluids and waves in general and sound, electrostatics, capacitors, d-c circuits, and magnetic fields and forces. Includes a two-hour laboratory. Prerequisite: Grade C or higher in INPHYS 241 required. INPHYS 241, MATH 152 concurrently, or permission of instructor. Fall.

**PHYS 260 Electronics**
Instrumentation, DC and AC circuitry, signals and noise, filters, amplifiers, transducers, and solid-state components. Digital concepts and applications, including coding, gating and counting, and logic circuitry. Includes three-hour lab. Prerequisite: PHYS 142 or PHYS 242. Alternate years.

**PHYS 275 University Physics III**
This course concludes our introductory calculus-based sequence. Topics covered are nature of light, geometric optics and applications, interference and diffraction, quantum theory of light, particles and matter waves, special relativity, nuclear physics, introduction to quantum mechanics. Includes a two-hour laboratory. Prerequisite: Grade of C or in PHYS 242 or permission of instructor. Spring.

**PHYS 298 Independent Study**
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 4 credits.

**INPHYS 305 The Physics of Music**
An interdisciplinary exploration of how analyses of the physics of sound aid our understanding of music. Students will learn how sound is created, sustained, amplified; how limits in human physiology shape approaches to music; and how physical properties of instruments relate to tone quality and give insight into different genres of music. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

**PHYS 330 Thermodynamics**
Temperature and the zeroth law, heat, work and energy, the three laws of thermodynamics, and applications. Emphasis is on entropy and its applications: the thermodynamic potentials, aspects of kinetic theory, and Maxwell-Boltzmann statistics. Prerequisites: Grade C or higher in PHYS 275 or permission of instructor. Fall, even years.
PHYS 339 Classical Mechanics
Analytical treatment of Newton's laws in kinematics and dynamics, oscillations, non-inertial reference systems, gravitation and central forces, mechanics, and motion of rigid bodies. Lagrangian mechanics. Prerequisite: Grade C or higher in PHYS 275 or permission of instructor. Fall, odd years.

PHYS 420 Optics
An advanced course in geometric and wave optics. Topics covered include one- and three-dimensional wave equation, electromagnetic waves and the electromagnetic spectrum, particle theory of light, reflection and refraction of waves at media boundaries, dispersion, geometric optics, fiber optics, interference effects, interferometry, diffraction and quantum electrodynamics, lasers. Prerequisite: Grade C or higher in PHYS 275 or permission of the instructor. Occasionally.

PHYS 440 Electricity and Magnetism
Vector analysis, Coulomb's law, the electric field, Gauss's law, the Poisson and Laplace equations, properties of dielectrics, electric current, Ampere's law, electromagnetic induction, and Maxwell's equations. Prerequisites: Grade C or higher in PHYS 275, MATH 251 or permission of instructor. Spring, odd years.

PHYS 490 Advanced Special Topics
1-4 credits
Study of selected topics not covered adequately in other Physics courses. Includes the study of experimental techniques and results, as well as various theoretical models. Prerequisites: Grade C or higher in PHYS 242 and permission of instructor. Fall, Spring.

PHYS 498 Independent Study
1-4 credits
Individualized, directed study in an area of Physics or to a depth not normally available within the curriculum. The student initiates a research project or takes part in ongoing research under supervision of a faculty investigator. May be repeated for a total of 4 credits. Prerequisite: Permission of instructor. Fall, Spring.

Political Science

ISPOSC 110 Governing America
An analysis of governance and political citizenship in the United States. Includes examination of national institutions (Congress, Courts and the Presidency), other public offices, election cycles, and subnational politics. Compares democracy with other governing models, and examines types of political information and practice in deliberative political discussion. Fall.

ISPOSC 210 United States Politics
Survey of U.S. politics at the federal level. Emphasis is on the context and development of the Constitution and the evolution of political institutions, such as Congress, the presidency, and the courts. Other topics include political economy, media, public opinion, parties, elections, interest groups, and social movements. Fall, Spring.

ISPOSC 211 State and Local Politics
The role of power and institutions in the states and their government subdivisions. Comparative state and local cultures, federalism, revenues and expenditures, and contemporary problems. Spring.

POSC 215 Public Administration
Local government planning and administration techniques emphasizing field study and observation of local public institutions at work. Consideration of public/private partnership and conflict. Spring, odd years.

ISPOSC 220 Global Politics
International politics in the era of globalization. International security frameworks, the global political economy, and critical agendas. Fall, Spring.
ISPOSC 223 Introductory Comparative Government
Introduction to comparative analysis, usually focusing on a pair of cases (such as Canada and the United States) that have similar histories and societies, but different governments and policy outcomes. Primary emphasis: the context and evolution of political traditions, institutions, and behavior. Secondary emphasis: the methods of comparative analysis. Spring.

ISPOSC 228 Understanding Global Politics Through Literature and Film
Survey of important concepts in global politics that can be studied through such media as documentaries, films, and novels. The course treats important political questions and provocative theories about the international environment, hegemony, the international monetary regime, and the use of war. Occasionally.

ISPOSC 230 Foundations of Political Thought
Introduction to the political philosophies that framed political action and governance in the West between the Classical Era and the end of the 17th century. Students learn the political contributions of Greek, Roman, Church, Reformation, and Enlightenment thinkers. Students also learn how to ask, answer, and assess philosophical questions about political power. Fall, Spring.

POSC 250 Writing and Research
Emphasizes the background study and the writing tasks that are intrinsic to applied public policy analysis and scholarly analysis. Students will learn to develop a thoroughly researched and carefully revised analytical study that will be an exemplary demonstration of their research and writing skills. Prerequisite: Two courses in Political Science at the 200 level or higher. Must be successfully completed at least one semester prior to POSC 401. Spring.

POSC 290 Special Topics
1-4 credits
Study of a selected topic in Political Science. May be repeated as topic changes.

POSC 294 Cooperative Education
1-4 credits
Introductory work-learning experience related to career interests, for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 120 hours per credit) for a total of 12 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail.

POSC 298 Independent Study
1-4 credits
Individualized study of an issue, problem, or topic, selected and pursued in consultation with a faculty member. May be repeated. Prerequisite: Permission of instructor.

POSC 310 Participation and Democracy in America
An examination of American elections and voting, assessing the quality of modern democracy. Theories about participatory democracy will be analyzed and used to evaluate alternative forms of citizen action proposed or practiced in America. Class experience will include some form of active participation or observation in the political arena. Prerequisite: ISPOSC 210 is strongly recommended but not required. Fall, even years.

POSC 312 Public Policy Analysis
Emphasis is on the study of public policy and the profession of policy analysis. Central to the course will be an understanding of three main ideological approaches to policy problems and the ability to see these approaches enacted in real-life cases. Application of popular models of how policy is made and to understand the role of institutions and actors in policy. Prerequisite: ISPOSC 210 or permission of instructor. Spring, even years.

POSC 315 Environmental Policy
Critical discussion of specific environmental policies broken into two categories: policies dealing with pollution and public health and policies dealing with land management and the public realm. Includes a brief history and discussion of policy theory applied to the environment. Prerequisite: ISPOSC 210 or permission of instructor. Spring, odd years.
POSC 316 Constitutional Law
The Constitution as interpreted by the U.S. Supreme Court, nature and origins of judicial review, battles over strict and loose construction and judicial activism, recent cases in political and civil rights, economic regulation, and distribution and scope of government powers. Prerequisite: ISPOSC 210, or ISPOSC 220, or ISPOSC 223, or (for majors in Criminal Justice Studies) CJS 240 with a minimum grade of B, or permission of instructor. Fall.

ISPOSC 317 The U.S. Presidency
This course examines the modern American presidency. It provides a broad introduction to the executive branch and covers a range of topics, including campaigns and elections, rhetoric and speech-making, and foreign and domestic policy-making. A key theme concerns the nature and paradoxes of presidential power. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.

POSC 318 The U.S. Congress
This course is a comprehensive examination of the legislative branch. Topics include: institutional design, representation and elections, rules and procedures, committee power, party leadership, and inter-branch relations. Students will be introduced to major theoretical and research approaches in the congressional literature. Prerequisite: ISPOSC 210 is recommended but not required. Spring, even years.

POSC 321 U.S. Foreign Policy and Globalization
Analysis of foreign policy formation in the United States as it interacts with the international system, and investigation of the major role of the United States in shaping the ideology and institutions of the international monetary regime. Includes historical setting and contemporary policies and problems. Prerequisite: ISPOSC 210, or ISPOSC 220, or ISPOSC 223, or permission of instructor. Fall, odd years.

POSC 322 Global Political Economy
Investigation of the interrelationships between political and economic interests, institutions and processes that form an international monetary regime, and the political resources determining the relative power of global actors to affect the allocation of scarce resources on the planet. Prerequisite: ISPOSC 210, or ISPOSC 220, or ISPOSC 223, or permission of instructor. Fall, odd years.

POSC 323 Advanced Comparative Government
Focuses on key concepts and techniques of comparative analysis, and provides an opportunity to conduct original comparative research on polities of interest to the student. Prerequisite: ISPOSC 223 is strongly recommended but not required. Fall, odd years.

POSC 334 Modern Political Thought
Critical study of political philosophies that have explained and critiqued political action and governance since the 17th century. Students integrate knowledge of foundational political thought with modern political thought. ISPOSC 230 is strongly recommended, but is not required. Spring, even years.

POSC 335 Qualitative Research Methods
This course introduces students to the logic and strategies of qualitative research design. Students will learn how to design comparative case studies, conduct process tracing, and manage the challenges of elite interviews. Students will also be exposed to competing beliefs about how the socio-political world operates. Spring, odd years.

POSC 390 Special Topics
1-4 credits Study of a selected topic in Political Science. May be repeated as topic changes. Occasionally.

POSC 401 Keystone in Political Science
Advanced study and writing about politics that integrates the individual student's previous work in political analysis through the scholarly study of a topic that the student and instructor jointly select. Prerequisites: ISPOSC 210, ISPOSC 220, ISPOSC 230, POSC 250. Fall, Spring.
POSC 497 Internship
1-4 credits
Application of a political science background to the practical affairs and activities of a political organization or institution as a participant observer. May be repeated for a total of 8 credits. Prerequisites: A minimum of 12 credits in Political Science, 2.5 cumulative GPA in major, and permission of instructor.

POSC 498 Independent Study
1-4 credits
Intensive study of an issue, problem, or topic. May be repeated. Prerequisite: A minimum of 12 credits in Political Science at the 200 level or higher, and permission of instructor.

Psychology

ISPSYC 100 Topics in Psychology
An exploration of topical psychological issues for nonmajors. Topics vary in sub-areas of psychology such as biological, social, cognitive, developmental, and clinical psychology. May be repeated for credit as topics change. Fall, Spring.

PSYC 101 General Psychology
Surveys the major topics involved in an understanding of the behavior of humans and animals. Fall, Spring.

PSYC 221 Social Psychology
Human thought, feeling, and behavior in the social environment. Topics include the perception of people and social situations, aggression and altruism, competition and cooperation, love and friendship, communication and persuasion, attitudes and attitude change, social influence, and group dynamics. Prerequisite: PSYC 101 or permission of instructor. Fall, Spring.

PSYC 242 Personality
Systematic study of the major theories and scientific assumptions endemic to the development, structure, and functions of human personality. Exploration of the methodological and research dimensions of this inquiry will be a central component of this course. Consideration of the roles of multiculturalism in theory development will also be examined. Prerequisite: PSYC 101 or permission of instructor. Fall, Spring.

PSYC 251 Psychological Statistics
An introduction to descriptive and inferential statistics used in psychological research. Topics include measures of central tendency, variability, and correlation, as well as probability, sampling, hypothesis testing, and analysis of variance. Fall, Spring.

PSYC 252 Research Methods in Psychology
Methodologies of psychological research will be explored. Students will learn to conduct, evaluate, and interpret experiments within various subareas of psychology. Prerequisite: PSYC 251. Fall, Spring.

PSYC 253 Brain and Behavior
This course examines how the central and peripheral nervous systems as well as the endocrine system relate to human and animal behavior. Prerequisites: PSYC 101 or permission of instructor. One Biology course recommended. Fall, Spring.

PSYC 290 Psychology Topics
1-4 credits
Exploration and analysis of elementary topics in psychology. Prerequisite: Permission of instructor. Occasionally.

PSYC 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Prerequisite: Permission of instructor. May be repeated. Fall, Spring.
PSYC 311 Child and Adolescent Psychology
The study of child and adolescent psychology focusing on current research in cognitive, physical, social, and emotional development. Prerequisite: PSYC 101. Fall, Spring.

ISPSYC 312 Lifespan Psychology
This course investigates the major psychological theories of lifespan development and provides a multifaceted introduction to the dynamics of intrapsychic development that occurs across the human lifespan. Major developmental milestones, effects of diversity and multiculturalism, socioeconomic status, family constellation, and socio-cultural variables are essential components of this analysis. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring

PSYC 314 Adulthood and Aging
A psychological analysis of human development from post-adolescence to death. Topics include sexuality, self-image, family and work relationships, independence, power, developmental experiences, multicultural issues, emotional and physical health, and aging. Prerequisites: PSYC 101 and junior standing, or permission of instructor. Spring.

PSYC 321 Culture and Psychology
The study of issues at the intersection of culture and psychology. Topics may include the learning of culture, the impact of culture on behavior, conflict and cooperation across cultural boundaries, and social processes in multicultural communities. Prerequisite: PSYC 101. Fall.

PSYC 332 Ethology
Investigates the behavior of animal species to provide a broader frame of reference for evaluating human behavior. Prerequisite: PSYC 101 or permission of instructor. Fall.

PSYC 340 Psychological Testing
Introductory theory and practice of psychological assessment. Examination of varied approaches to assessment and experiences with select test types. Prerequisites: PSYC 101, PSYC 251, or MATH 141 and junior standing, or permission of the instructor. Fall.

PSYC 345 Abnormal Psychology
An introduction to the systematic study of theories of etiology, signs, and treatment of psychopathology with an emphasis on prevention, and the social and cultural forces that influence views of abnormality. Prerequisites: PSYC 242 and junior standing, or permission of instructor. Fall, Spring.

ISPSYC 350 When Harm Is Done
An interdisciplinary exploration of restorative justice, difficult dialogue, nonviolent resistance, and other models that differ from revenge and punishment as responses to crime and injustice. We will examine applications at the national and international level, in community criminal justice systems, in schools, in groups, and in personal relationships. Prerequisites: 24 credits in the ISP, including ITW 101 and QL. Fall.

PSYC 355 Psychology of Learning
Analysis of contemporary theories and research on learning. Integration of behavioral, cognitive, and ecological perspectives. Prerequisites: PSYC 101 and junior standing, or permission of instructor. Spring.

PSYC 357 Cognitive Processes
An investigation of the continuum of cognitive activities from perception to memory and thought processes. Traditional, neo-behaviorist, information processing, and computer model approaches to understanding cognition are considered. Prerequisites: PSYC 101 and junior standing, or permission of instructor. Fall.

PSYC 382 History of Psychology
Exploration of the development of modern psychology through an examination of influential figures, events, and ideas from the mid-19th century to the present. Prerequisites: PSYC 101 and junior standing, or permission of the instructor. Fall, Spring.
PSYC 385 Work and Organizational Psychology
This course applies psychological theory and research to workplace topics such as employee selection, training, evaluating and motivating performance, occupational health and stress, job attitudes and leadership. Emphasis on how both the worker and the organization benefit from effective workplace practices. Prerequisites: PSYC 101 or permission of instructor. Spring.

PSYC 425 Psychology of Women
Exploration of current and historical understandings of the psychology of women. Includes psychoanalytic, biological, and social explanations of women's psychology and development and critical examination of research on gender differences and similarities. Prerequisite: Junior standing and ITW 101, or permission of instructor. Fall.

PSYC 444 Counseling
Exposes students to counseling techniques and corresponding theoretical frameworks to cultural, ethical, and psychological issues that are confronted by counselors, and to an examination of students' interests and aptitudes as they relate to the counseling profession. Prerequisites: PSYC 242, PSYC 345, and junior standing, or permission of instructor. Fall, Spring.

PSYC 447 Clinical Psychology
Introduction to the spectrum of subdisciplines within clinical psychology. Topics include clinical theory and research, assessment procedures, ethical decision making, and risk assessment. Prerequisites: PSYC 345 and junior standing, or permission of instructor. Fall, Spring.

PSYC 451 Motivation
Examines factors that direct human behavior, with emphasis on the influence of physiological changes and learning on motivation. Prerequisites: PSYC 253 and senior standing, or permission of instructor.

PSYC 453 Sensation and Perception
An examination of contemporary theories and research on how the brain makes sense of all the sensory inputs it receives to produce the rich perceptual world we experience. Prerequisites: PSYC 252 and PSYC 253. Spring, odd years.

PSYC 467 Human Behavior and the Legal System
Human behavior is shaped and limited by the laws that human society develops. An understanding of the effects of individual behavior on the legal system and the consequence of the existence of a legal system for individual behavior is central to the understanding of human behavior. This course is crosslisted with CJS 467. Prerequisite: CJS 342 or PSYC 221 or permission of instructor. Occasionally.

PSYC 470 Practicum
1-8 credits
Field experience focused on the ethical application of psychological theory and data in an organization or service setting under faculty and agency supervision. The readings, work assignments, supervisory sessions, and written product are determined by the student, the faculty, and the agency prior to the practicum. Prerequisites: Junior standing and permission of instructor. May be repeated to a total of 8 credits. Fall, Spring.

PSYC 490 Advanced Special Topics
1-4 credits
Exploration and analysis of advanced topics in Psychology. Prerequisite: Permission of instructor.

PSYC 495 Seminar
Capstone experience that refines basic skills and concepts through an exploration of specific themes in psychological literature. Course work emphasizes analysis, synthesis, organization and oral communication. Students lead classroom discussions; active participation is essential. May be repeated as topics change. Prerequisites: Senior psychology major or permission of instructor. Fall, Spring.

PSYC 496 Honors Seminar
1 credit
Research seminar for participants in the Psychology Honors Program. Prerequisite: admission to Psychology Honors Program. Graded Pass/Fail. Must be repeated to qualify for psychology honors. Fall, Spring.
PSYC 498 Independent Study

1-4 credits
Individual study or research in selected topics in Psychology under direction of a faculty member. May be repeated. Prerequisite: Permission of instructor.

PSYC 499 Honors Research

3 credits
Independent topical research for participants in the Psychology Honors Program. Prerequisite: Admission to Psychology Honors Program. Graded Pass/Fail. Must be repeated to qualify for psychology honors. Fall, Spring.

Public Health

PH 101 Health and Wellness
An overview using a balanced, integrated, holistic model of health and an exploration of the dimensions of wellness. Focus on self-assessment, development of critical thinking, and behavior change skills to facilitate personal awareness and well-being. Fall, Spring.

INPH 175 Essentials of Nutrition Science
An introduction to basic nutrition science concepts including nutrition guidelines, micro and macronutrients, anatomy and physiology of digestion and absorption of nutrients, energy balance, and health and wellness. The course will integrate course content, technology and quantitative reasoning using hands-on investigative activities to interpret and evaluate nutritional needs. Fall, Spring.

PH 200 Alcohol and Other Drugs: The Fundamentals
An introduction to alcohol and other drugs and their biophysical effects across the lifespan. Topics include the history and classification of drugs; the physical, cognitive, emotional, and societal impact of psychoactive substances; levels of use; poly substance abuse; and addiction liability. Prerequisites: Public Health majors, Addictions minors, or Criminal Justice minors, or by permission only. Fall, Spring.

PH 203 Introduction to Meditation
1 credit
Students will experience the basic forms of mindfulness meditation - awareness of breath, body, sounds, thoughts, and feelings - mindfulness while doing yoga, and loving-kindness meditation. Students will experience various informal practices: mindfulness while eating, walking, and conversing, and doing routine activities. A focus on reducing stress is interwoven into the course. Pass/Fail. Cross-listed as EDUC 203.

PH 204 The Psychology of Mindfulness Meditation
1 credit
Students will explore the psychological underpinnings of mindfulness meditation and research support for meditation. Each student will do a major project. Pass/No Pass. Prerequisite: PH 203 or HLSC 203. Cross listed as EDUC 204.

PH 215 Nutrition Science and Application
Principles of nutrition, including macro- and micronutrients and their functions, DRIs, and assessment of nutritional status and dietary patterns are explored. In-depth review of digestion, absorption, utilization, and function of nutrients, with emphasis on using food for disease prevention and wellness. Concepts and skills are developed through an integrated lab. Prerequisites: INPH 175, BIO 230, and Nutrition option only. Fall, Spring.

PH 216 Food Culture and Community Nutrition
An introduction to community nutrition including policy, food security, and the effects of economics and culture related to food choice. Analysis of community food and nutrition programs. Overview of beliefs, customs and food practices of various cultural groups. Prerequisite: INPH 175 and Public Health majors only. Fall, Spring.
PH 225 The Nutrition Profession
2 credits
An introduction to the educational, professional, and career expectations in the nutrition profession. Students will explore career options, including national registration, community service, and lifelong learning. Other topics include ethics, research, and current issues in health. Professional portfolios will be introduced. Prerequisites: INPH 175 and Nutrition Option only. Fall, Spring.

PH 240 Microbiology for Health Professionals
An introduction to microbiology for health professionals. Topics include basic microscopy, microbial cell structure and function, microbial physiology and genetics, basic virology, control of microbial growth, epidemiology, immunology, and food microbiology. Lecture material will be integrated with laboratory-based experiences such as microscopy, staining, culturing and basic molecular techniques. Prerequisite: INPH 175, BIO 230. Fall, Spring.

ISPH 285 Health in Society
An introduction to the social determinants that impact health, such as socioeconomic status, education, culture, and health policy. Topics of social justice and ethics will be explored. Prerequisite: ITW 101. Fall, Spring.

PH 290 Topics in Public Health
Study of a selected topic in Public Health. May be repeated as topics change. Prerequisites vary as topics change. Occasionally.

PH 298 Independent Study
1-8 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits. Fall, Spring.

PH 305 Epidemiology
An introduction to the basic principles and methods of epidemiology and their applicability in the field of Public Health. Students will examine factors governing health and disease in populations. Skills will be introduced to critically interpret the epidemiologic literature relevant to health professionals. Prerequisites: ISPH 285 and MATH 141 or permission of instructor. Spring.

PH 310 Food Science
Introduction to physical and chemical changes in ingredients and nutrients during food preparation and storage. Experimentation through manipulation of food variables. Development of professional skills: menu design, food preparation, recipe modification, nutrient analysis, culinary techniques, and economics of nutrition management. Prerequisites: INPH 175, PH 216, and INCHEM 103. Fall, Spring.

PH 313 Food Service Management
Theory and integrated practice in management of planning, directing, and coordinating food service systems. Topics: menu design, purchasing, inventory, food production and service, finances, personnel management, space or equipment layout and use, and food safety or sanitation certification. Application of principles through service-learning field experiences. Prerequisite: INPH 175 and PH 225. Fall, Spring.

PH 318 Nutrition Throughout the Lifespan
Comprehensive examination of nutritional requirements, physiological demands, and health concerns from preconception through late adulthood. Challenges posed by physical and psychological growth, development, and lifelong wellness are discussed. Nutrition assessment, intervention, and evaluation of individuals, groups, and communities are addressed. Integrated application of skills through community-based observations. Prerequisites: PH 215. Fall, Spring.

PH 325 Public Health
Explores public health and community-based models and theories to identify common problems and strengths to mobilize resources and achieve health goals. Public health, health communication, field work tools, coalition building, cross-cultural
competency skills, and evaluation of community organizing processes are explored using an interdisciplinary approach. Prerequisite: ISPH 285. Fall.

**PH 330 Health Psychology**

A biopsychosocial examination of the factors underlying health and disease. Students explore these factors in relation to health promotion, health compromising and enhancing behaviors, stress management, coping strategies, use of health services, addictive behaviors, pain management, and coping with disease. Prerequisites: ISPH 285, PH major, or Exercise Science major, or permission of instructor. Fall, Spring.

**IIPH 350 Women and Health: Witches, Harlots, and Healers**

A survey of women's health from the biological, social, economic, and political perspectives, drawing from the interdisciplinary field of public health. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

**PH 360 Physical Activity and Health**

Essential role of physical activity in promoting and maintaining health based on current exercise physiology research. Create and apply physical activity programs for apparently healthy populations and those with common chronic conditions. Students will design, implement, and evaluate a physical activity program. Prerequisites: INPH 175, BIO 230 and BIO 332. Fall, Spring.

**PH 380 Addiction: Theory, Practice and Research**

The analysis of drug use, abuse, dependence, and other compulsive behaviors through theoretical perspectives and models, including the Public Health model, family systems, and sociocultural and psychological perspectives. Drug research and evidence-based practices are examined. Prerequisites: Public Health majors or Addictions minors only, junior standing or above, or permission of instructor. Fall, Spring.

**PH 382 Addiction Counseling**

An overview of addiction counseling theory and application for individuals, groups, and families. Topics also include crisis counseling and case management. Prerequisites: Public Health majors or Addictions minors only, junior standing or above, or permission of instructor. Fall.

**PH 385 Behavior Change**

Expands on knowledge and skills of the behavioral change process. Students analyze and apply behavior or education theories appropriate for diverse population groups. Interviewing, assessment, and motivation skills are enhanced. Students develop and implement a behavioral change-based project for a community audience. Prerequisites: IHCOMM 171, ISPH 285, PH 380. Fall, Spring.

**PH 386 Assessment to Treatment in Addictions**

This course provides an introduction to the process of screening, assessment, diagnosis, treatment modalities, and planning as well as case management in addictions. Prerequisites: Public Health majors or Addictions minors only, junior standing or above, or permission of instructor. Spring.

**PH 410 Applied Research in Food Systems**

2 credits

Experimental application of food science, foodservice management, and cultural considerations in food product development. Utilize sensory and objective testing to assess product formulation and acceptability. Prerequisite: PH 310. Fall, Spring.

**PH 414 Medical Nutrition Therapy I**

2 credits

An in-depth examination of nutritional assessment concepts such as anthropometry, dietary intake data collection methods, biochemical measurements, and food/nutrient-medication interactions and their application within the nutrition care process. Prerequisite: PH 318. Fall.

**PH 415 Nutritional Biochemistry**

In-depth analysis of digestion, absorption, transport, and intermediary nutrient metabolism. Review and analysis of research methodologies. Integrated lab to develop skills in critiquing current literature while researching, designing, and delivering a professional seminar on a micronutrient. Prerequisites: PH 215, PH 240, and CHEM 220. Fall.
PH 416 Medical Nutrition Therapy II
Comprehensive coverage around pathophysiology of disease and nutrition care for prevention and treatment of disease. Application of the nutrition care process to various diseases and the metabolic response to critical illness as well as the use of parenteral and enteral nutrition. Integrated application of skills through 1:1 service-learning field experience. Prerequisites: PH 240, PH 414, BIO 230, BIO 332. Spring.

PH 431 Stress Management
Examination of the nature of stress from biopsychosocial perspectives. A variety of stress-management practices are explored, including coping strategies and relaxation techniques. Prerequisite: Public Health majors or Exercise Science majors or permission of instructor. Spring.

IIPH 445 Human Sexuality
An interdisciplinary examination of human sexual development and behavior, including reproduction, sexual anatomy, psychosexual development, sexual socialization, values, and various forms of sexual expression. This course will explore human sexuality from biological, cultural, legal, and political perspectives. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

PH 473 Practicum: Nutrition
Supervised field experience in community, clinical, or food-service management environments providing nutrition, health, and/or wellness practice opportunities for the advanced student. Hands-on experience aimed at developing critical professional skills in the application of theory to practice. Prerequisites: PH 313, PH 318, and PH 385. Fall, Spring.

PH 474 Practicum: Population Health
Supervised field experience in population health for the advanced student. Hands-on experience aimed at developing professional skills in the application of theory to practice. Prerequisites: PH 325 and application completion with permission of instructor. Spring.

PH 485 Health Promotion Practice
Development of planning, implementation, evaluation, and management skills to effectively deliver health promotion programming. Application of theory to practice, including community-based assessment, risk management, financial planning, quality assurance, marketing, and personnel management. Prerequisites: PH 385. Fall, Spring.

PH 489 Drug Abuse Prevention
Current topics in chemical dependency prevention, including the examination of theories and methods in alcohol and other drug prevention. Application and evaluation of contemporary techniques, models, and methods. Prerequisite: PH 380. Summer.

PH 490 Advanced Special Topics
1-4 credits
Study in an area of Public Health beyond that provided in other courses. May be repeated as topics change. Prerequisite: Varies with topic. Fall, Spring.

PH 491 Advanced Drug Treatment Methods
Examination of new or developing theories, methods, models, techniques, and/or concepts in alcohol and other drug treatment. Prerequisite: PH 386. Fall.

PH 492 Internship in Addictions
4-8 credits
Field-based internship opportunity for students to apply theory, strategies, interventions, and knowledge learned in the classroom. Prerequisites: PH 386, PH 489, or PH 491, and application completion with permission of instructor. Spring.

PH 493 Co-Occurring Disorders
An introduction to co-occurring disorders: mental health/psychiatric disorders and addictions. Topics include psychiatric/mental health disorders and their co-existence with substance use disorders, theories, assessment, diagnosis, intervention, treatment,
recovery, and relapse prevention. Prerequisite: PH 380, Public Health majors or Addiction minors only, junior standing or above, or permission of instructor. Spring.

PH 494 Public Health Capstone
This senior-level class is designed to integrate, examine, and enhance the knowledge, skills, and attitudes learned throughout the Public Health major. It provides academic and professional development activities including the completion of a senior portfolio. Prerequisites: PH 385, Public Health major with senior standing, or permission of instructor. Fall, Spring.

PH 495 Seminar: Public Health Research
This senior-level course is designed to integrate, examine, and enhance the knowledge, skills, and attitudes learned throughout the Public Health major. Students engage in an extensive Public Health research project and present results in a public forum. This course is recommended for students who intend to pursue graduate education. Prerequisites: PH 385, Public Health majors with senior standing, or permission of instructor. Fall.

PH 498 Independent Study
1-8 credits
Independent study under faculty supervision of a problem in an area of Health Science. Initiative and self-direction required. May be repeated for a total of 8 credits. Prerequisite: Permission of instructor. Fall, Spring.

Safety and Occupational Health Applied Sciences

SAFE 101 Safety Awareness
Studies the impact of accidents, develops strategies to eliminate, mitigate accident outcomes through education and awareness. Identifies factors associated with activities at school, home, and work that result in accidents. By applying this knowledge people can make informed decisions leading to minimum risk and maximum success. Fall, Spring.

INSAFE 103 Safety Chemistry
Lecture-lab survey course of introductory chemistry principles applied for professionals in, but not limited to, the safety field. Topics covered span from a basic understanding of matter to the properties of gases and chemical effects on biological and environmental processes. Knowledge of basic algebra is mandatory. 3.5 hour lecture, 1.5 hour laboratory. Fall, Spring.

SAFE 200 Safety Internship
2-8 credits
Career-related work-learning experience. Placements arranged, supervised, and evaluated by Safety faculty. Elective credit only (cannot be applied to credits in the major; maximum Internship credits 16 hours per degree program). Minimum 12 weeks per semester required (120 hours, 2 credits; 240 hours, 4 credits; 360 hours, 6 credits; 480 hours, 8 credits). Prerequisites: 16 SAFE credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail. Fall, Spring.

SAFE 202 Occupational Safety
The application of scientific and engineering principles to the analysis of processes, equipment, products, facilities and environments in order to optimize safety and health effectiveness. Topics include legislative overview, problem identification, control concepts, and basic engineering principles, including a review of basic geometry and mathematical calculations and conversion factors. Fall, Spring.

SAFE 203 Fire and HAZMAT Response
An overview of the National Fire Protection Association Codes that apply to occupational exposures. The safe handling, storage, and use of hazardous materials for industrial, commercial, transportation, and public service operations are covered in detail. Fire and accident prevention measures, training, regulatory requirements, emergency procedures and response are studied. Prerequisites: Safety Studies majors or minors only, or permission of instructor. Fall, Spring.

SAFE 204 Human Factors in Safety
This course will provide students with the understanding of the importance of ergonomic design and evaluation of workplaces and the work environment to enable the student to understand physiological and psychological stresses, human capabilities
and limitations, and their importance in designing work spaces, processes, tools, equipment, and products. Prerequisites: Safety Studies majors or minors and SPDI Majors only, or permission of instructor. Fall, Spring.

SAFE 205 Construction Methods
This course provides a basic understanding of construction methods, processes, equipment and project management tools. It explores their use and impact on risk management in construction. Prerequisites: CSS majors and minors only. Spring

SAFE 206 Construction Safety Standards
Compliance with OSHA standards specific to construction, including rights and responsibilities under OSHA, inspections, citations, appeals, and record keeping. The course will also cover the most frequently referenced OSHA, NFPA, ACGIH, CGA, NIOSH, ANSI, and ASTM standards in the construction industry. Prerequisites: SOHAS/CSS majors or minors, SAFE 202 or permission of the instructor. Fall, Spring.

SAFE 207 Human Factors in Construction
This course will provide students with the understanding of the importance of ergonomic design and evaluation of workplaces and the work environment. This enables the student to understand physiological and psychological stresses, human capabilities and limitations, and their importance in designing work spaces, processes, tools, equipment, and products. Prerequisites: SOHAS and CSS majors or minors and SPDI majors only, or permission of instructor. Fall.

SAFE 208 Construction Boot Camp 1
8 credits
Utilizing subject matter experts/OSHA instructors, this course explores a series of subjects and most frequent causes of accidents and fatalities on construction sites. Topics include: electrical safety, excavation/trenching, confined space hazards, incident investigation. Course meets for 2 weeks in the classroom with remainder of work online through summer. Prerequisites: CSS majors and minors only. Summer.

SAFE 209 Construction Boot Camp 2
8 credits
Utilizing topical experts, this course explores subjects pertinent to the four most frequent causes of death on construction sites. Topics include: cranes in construction, scaffold hazard awareness, principles of work zone supervision, and fall protection. Course meets for 2 weeks in the classroom with remainder of work online through summer. Prerequisites: SAFE 206, CSS majors or minors. Summer.

SAFE 210 Construction Internship 1
Internship 1 serves as the first opportunity to gain professional experience in the construction safety field. Students will attain program learning objectives through hands-on application of classroom theory, collaboration with professionals and mentors in the field as well as faculty on campus. This internship is 200 hours of on-site work. Prerequisites: Permission of internship program coordinator, SAFE 202, SAFE 205, SAFE 206, CSS majors only. Summer.

SAFE 222 Introduction to Traffic Safety
3 credits
Elements that compose driving and the highway transportation system. Emphasis is on human performance, traffic engineering, and related research. For educators and those whose responsibilities include motor fleet safety. Due to the extensive content, students can expect considerable out of class assignments. Additional driving time will be scheduled with the instructor. Prerequisites: State of N.H. Driver Education Teacher Certification requires driver license possession for five consecutive years, high school diploma or GED, valid operator's license and acceptable driving record.

SAFE 290 Special Topics in Safety
1-4 credits
Study of a selected topic in the Safety Studies program. May be repeated as topics change. Prerequisites vary as topics change. Fall, Spring.
SAFE 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, in Safety, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 4 credits.

SAFE 301 Loss Prevention
Introduces key Risk Management and Loss Prevention principles through exploration of allied consensus standards including OSHA's Voluntary Protection Program, OHSAS 18001 Safety Management System, LEAN Management and Environmental Management Systems ISO 14001. Prerequisites: SAFE 202, SOHAS majors or minors, CSS majors, or permission of the instructor. Fall, Spring.

SAFE 302 Law and Ethics in Safety
Introduction to federal and state regulatory authorities governing safety in industry and the environmental impacts of industrial activity. Discusses ethical dilemmas, management challenges, professional responsibilities, and liability and legal ramifications of accidents. Prerequisites: SAFE 202, SAFE 307, SOHAS majors or minors, CSS majors, or permission of instructor. Fall, Spring.

SAFE 303 Safety and Health Standards
Familiarizes students with OSHA general industry standards, including responsibilities under OSHA regulations, inspections, citations, appeals, and recordkeeping. Highlights frequently cited standards by OSHA in general industry, hazard identification and control. Explores safety standards from ANSI, NFPA and DOT. Prerequisites: SOHAS majors and minors, CSS majors, SAFE 202, SAFE 307, or permission of instructor. Fall, Spring.

SAFE 304 Environmental Law and Regulation
Develops an understanding of the system of laws and regulations that protect the environment, human health, and natural resources. The role of science in the legal/regulatory process will be emphasized, as will federal/state regulatory processes and requirements. Prerequisite: ENST 253, or SAFE 302, or permission of instructor. Cross-listed as ENST 304. Fall.

SAFE 305 Health Hazard Identification
Reviews health hazards in industry and their effects on humans. Study of hazards involved with chemical, physical and biological stressors at work. Explores methods of hazard identification recognition and control. Prerequisites: SAFE 202, SOHAS majors or minors, CSS majors, or permission of the instructor. Fall, Spring.

SAFE 306 Behavioral Based Safety
This course challenges students to learn theory and apply behavioral safety. Research shows people-centered efforts are most effective at reducing injury vs. traditional methods. This course explores factors influencing everyday worker behavior and identifies how behavior can be changed systematically, in a positive, supportive way, keeping workers safe. Prerequisites: SOHAS majors or minors, CSS majors, SAFE 307, or permission of the instructor. Fall, Spring.

SAFE 307 Safety Management Systems
Examination of principles underlying management of organizational activities in accordance with occupational health and safety systems. Emphasizes ANSI Z10 standard. Explores ethical leadership, psychology, training, communication, metrics, human resources, cost benefit analysis, and project management. (Membership in the American Society of Safety Engineers required.)

SAFE 308 Construction Safety Practices
An overview of best safety practices in the construction industry through course work and guest presentations by national professional experts in construction safety. A systematic approach to occupational safety and health management systems into the organizational structure and operations of construction companies will be examined. Prerequisites: SOHAS and CSS majors or minors only.

SAFE 309 Construction Emergency Action Plans
Emergency Action Plans (EAP) are required by construction sites. Effective EAP requires pre-planning, analysis, and preparation for on-site emergencies such as medical, fire, chemical spill, and communications. This course surveys applicable
regulations and best practices including incident prevention, training, regulatory requirements, emergency procedures and response in the construction environment. Prerequisites: SOHAS and CSS majors or minors only, or permission of instructor. Spring.

SAFE 333 Driver Education Methods
3 credits
Professional preparation to meet the traffic and safety needs of schools and communities. Focus on methods of classroom and laboratory teaching. State and national standards are recommended for teaching driver and traffic safety education. (Includes laboratory experience.) Students can expect considerable out of class assignments. Prerequisite: State of N.H. Driver Education Teacher Certification requires driver license possession for five consecutive years, high school diploma or GED, valid operator's license and acceptable driving record, access to Internet and e-mail, and successful completion of Introduction to Traffic Safety.

SAFE 400 Advanced Safety Internship
1-8 credits
Sequential work-learning experience related to career interests. Compensation may be received. Placements arranged, supervised, and evaluated by full-time Safety faculty. Open-elective credit only (does not apply to elective credits in the major; maximum coop credits 16 hours per degree program). Prerequisites: Declaration of major, junior standing 32 credit hours in the major, 2.5 cumulative GPA, and permission of instructor. Graded Pass/Fail. Fall, Spring.

SAFE 401 Industrial Hygiene
Familiarizes students with the various techniques and procedures involved in the practice of the profession of Industrial Hygiene. Course work and laboratory exercises illustrate the equipment and methodologies commonly used by Industrial Hygienists in the anticipation, recognition, evaluation and control of occupational health hazards in today's workplace. Prerequisites: SOHAS majors or minors only, INSAFE 103 and SAFE 305, or permission of instructor. Fall, Spring.

SAFE 402 Critical Incident Response
The emergency planning process includes planning, preparing, responding and recovering from an emergency. This course will introduce the key activities in the emergency planning process such as; vulnerability analysis, incident command, and asset protection. Prerequisites: SAFE 303, Safety Studies majors or minors only or permission of instructor. Fall, Spring.

SAFE 403 Construction Industrial Hygiene
Familiarizes students with the various techniques and procedures involved in the practice of the profession of industrial hygiene as related to the construction environment. Laboratory exercises will illustrate the equipment and methodologies commonly used by industrial hygienists in the recognition and control of occupational health hazards in today’s construction work site. Prerequisites: INSAFE 103, SAFE 305, CSS majors or minors only, or permission of the instructor. Spring

SAFE 410 Construction Internship 2
The course builds on SAFE 210, providing an increased contributory role for the student in applying safety and health concepts on a construction work site. This internship is 200 hours of construction on-site safety work, typically over a 5 to 6 week period. Prerequisites: Permission of internship program coordinator, SAFE 210, SAFE 302, SAFE 307, SAFE 309, CSS majors only. Summer.

SAFE 444 In-Vehicle Driver Ed Methods
3 credits
Examines methods for delivering a sequential in-vehicle phase of a driver education program to novice drivers. Includes program organization, route and lesson design, instructional delivery, and assessment of behind-the-wheel lessons in a dual controlled vehicle. Requires in-vehicle demonstrations by staff and students. Students can expect considerable out of class assignments. Prerequisites: State of N.H. Driver Education Teacher Certification requires driver license possession for five consecutive years, high school diploma or GED, valid operator's license and acceptable driving record, and successful completion of Introduction to Classroom Safety and Classroom Methods for Teaching Driver Education.
SAFE 490 Special Topics in Safety
1-4 credits
Study of a selected topic in the Safety program at an advanced level. May be repeated as topics change. Prerequisites vary as topics change. Fall, Spring.

SAFE 491 Honors Research
4-8 credits
Participation in ongoing programmatic research in the Safety Honors Program. Prerequisite: admission to the Safety Honors Program. Graded Pass/Fail. May be repeated for a total of 8 credits.

SAFE 495 Safety Seminar
1-4 credits
Group discussion of problems and issues in Occupational Safety and Health. May be repeated as topics change. Prerequisites vary as topics change. Fall, Spring.

SAFE 497 Innovative Safety Leadership
Instructional and administrative aspects of comprehensive safety programs. Analysis of personal and environmental safety factors in real world application based settings. Emphasizes the application of classroom and field experiences accumulated during completion of prerequisite course work. Prerequisites: Senior standing, or permission of instructor. Fall, Spring.

SAFE 498 Independent Study
1-4 credits
Advanced independent study of various aspects of safety through independent reading, writing, laboratory work, or field investigation. Requires a written report. Prerequisite: Permission of instructor. May be repeated to a total of 4 credits.

SAFE 597 Safety and Health Research
Participation in post-baccalaureate, programmatic research projects in Safety under the direction of a faculty member. Prerequisites: Permission of the Post-Baccalaureate Program Committee. Prerequisites may change with course subject. May be repeated for a total of 8 credits.

SAFE 601 Current Issues in Safety
This course examines promotion and management of occupational safety. Globalization, epidemics, foreign workers, and more will be considered. Computer searches, literature reviews, periodicals, and other methods will be used to illustrate the remarkable pathway that occupational safety has taken. Basic research methods are used to enhance the discovery process.

SAFE 602 Best Practices in Safety
Participants research and define best practices of the safety process and explore how programs are developed, implemented, assessed, and modified. Organizations recognized with awards for their excellence by private and governmental agencies are used as case studies to facilitate learning and understand relationships of best practices and beneficial stakeholder outcomes.

SAFE 603 Applied Occupational Health
This course is designed to provide practical knowledge for safety professionals. This course will examine historic examples of occupational diseases and develop an understanding of exposure assessment techniques in today’s workplace. Course discussion and instructional assignments provide students knowledge and skills to manage illness risks in Safety and Health Programs.

SAFE 604 Leading Safety Change
What defines leadership, and what about change, can you be a leader without change? This reflective course will study leadership and change concepts by surveying literature, analysis tools, models, and case studies to tease out leadership and change concepts that effectively enhance employee health and safety systems within organizations.

SAFE 605 Safety Management Systems
Surveys leading international safety and environmental management systems, including ISO 14000. Focus on requirements of management systems to identify and implement strategies in organizations. Integration of EMS and SMS is emphasized:
management, document control, training, and corrective actions. Students will learn to move organizations beyond basic compliance to innovative performance.

SAFE 610 Risk and Safety
Introduction to scholarly based risk literature in occupational and environmental health. Students learn basic risk concepts and critically evaluate quantitative risk assessment (QRA). The class will examine the interplay of science and policy, especially how scientific uncertainty can become controversial. An innovative decision-making processes will be reviewed.

SAFE 620 Legal and Ethical Issues
Ethical and legal issues faced by safety professionals. Students evaluate issues in terms of their own value system and prudent practices. Case studies and anecdotal presentations examine issues and prepare students for roles in actions such as litigation and worker's compensation claims as well as various court hearings and trials.

SAFE 650 Self-Directed Study
An in-depth study of a topic not available through other course work. Student works with supervising faculty member on a carefully planned, student-initiated project. Prior approval is necessary. Prerequisite: Permission of instructor.

SAFE 655 Advanced Safety Research
Familiarizes students with strategies for identifying, analyzing, and evaluating safety research. Examines advanced concepts in qualitative and quantitative analysis techniques commonly used in safety research. Explores research design in preparation for their Capstone experience. Prerequisite: Permission of instructor. Spring.

SAFE 695 Graduate Practicum
The practicum course experience serves as a central component of our degree program. Prior to the practicum, you will complete core courses in the degree program. Your practicum experience provides you with an opportunity to translate classroom theory into practice in a workplace environment. Prerequisites: 32 earned Safety M.S. program credits and permission of instructor.

SAFE 696 Applied Safety Research
Collection and interpretation of data to produce an applied research project for individual students in consultation with their professor. Emphasis on reviewing interconnected data for interpreting research results and applying that research to contemporary safety issues. Students complete a written project based upon their research. Prerequisite: Permission of instructor. Summer.

SAFE 697 Advanced Safety and Health Research
Participation in post-baccalaureate, programmatic research projects in Safety under the direction of a faculty member. This course will provide advancing research opportunities for motivated undergraduate students or continuing professionals. Prerequisites: Permission of the Post-Baccalaureate Program Committee. Prerequisites may change with course subject. May be repeated for a total of 8 credits.

SAFE 698 Independent Study
1-4 credits
Advanced individualized study in an area of safety not normally available in the curriculum. Prerequisite: Permission of graduate advisor. Fall, Spring.

SAFE 699 Thesis
Students pursue safety as a profession. Technical, theoretical, and historical aspects of the discipline are studied in an inventive and interconnected manner, with an emphasis on developing cogent and comprehensive safety knowledge rooted in critical thinking. Students are expected to bring their knowledge and critical capacity to bear. Prerequisite: 32 earned Safety M.S. program credits and permission of instructor.
Sociology

ISSOC 125 Introduction to Sociology
Introduces basic concepts, theories, and methods of sociology. Develops a sociological perspective on social issues, problems and events. Provides an overview of major sub-fields in sociology. Also prepares students for the major and a career in sociology and related professions. Fall, Spring.

SOC 190 Key Topics in Sociology
Selected topics in sociology. A total of four credits may count toward the major or minor. Course may be repeated as topics change. Occasionally.

SOC 234 Introduction to Social Work
An overview of the ethics, philosophy, and methods of the field of social work. Attention will be paid to social problems encountered in central social institutions and community resources available to address these social problems. Prerequisites: ISSOC 125 - Introduction to Sociology, or permission of instructor. Fall, Spring.

ISSOC 260 Popular Culture
This course focuses on dominant ideas or ideologies of inequality and how they are perpetuated (or not) in mass media and popular culture products such as TV shows, movies, songs, websites, games, and the like. Spring.

SOC 270 Urban Society
Analysis of urban structure and ecology. Emphasis is on personality and socialization patterns in large urban communities and consideration of the problems that stem from increasing urbanization in American society and across the globe. Prerequisite: ISSOC 125 - Introduction to Sociology, or permission of instructor. Occasionally.

SOC 275 Deviance and Social Control
This course studies how a society defines "normal" and "deviant" behavior. The social institutions and processes related to this act of labeling, as well as those concerned with controlling such behavior, are critically analyzed through a survey of the sociological literature on deviance. Fall.

SOC 277 Sociology of Education
This course examines education from a sociological perspective. Evaluates research and theories of schooling, learning, and education, both formal and informal. Analyzes schools, colleges, and universities as organizations. Compares practices and policies around the world. Prerequisite: ISSOC 125 - Introduction to Sociology, or permission of instructor. Occasionally.

SOC 290 Topics in Sociology
Selected topics in sociology. May be repeated as topics change. Total of 8 credits. Prerequisite: ISSOC 125 - Introduction to Sociology. Occasionally.

SOC 301 Sociological Research Methods
Methodologies and types of research commonly used in sociology. Focus on the research process, including the research problem and techniques of data gathering. Design and use of the interview, questionnaire, and case study approaches to sociological analysis. Three-hour lecture, one-hour lab. Prerequisite: ISSOC 125 - Introduction to Sociology, or CJS 240 (Min Grade of B), or permission of instructor. Fall, Spring.

SOC 303 Sociological Quantitative Analysis
Embeds statistical techniques in the sociological research process. Application of statistical techniques to test sociological hypotheses, assess social theories, and draw conclusions about sociological problems from statistical data. Review of descriptive/inferential statistics and instruction of statistical software. Three-hour lecture, one-hour lab. Prerequisite: SOC 301. Fall, Spring.

SOC 305 Sociological Theory
The assumptions, orientations, and applications used by both classical and contemporary schools of sociological thought in explaining social phenomena. Prerequisite: ISSOC 125. Fall.
ISSOC 310 Social Problems
A study of selected social problems using a sociological lens. Problems may include alcoholism and drug addiction, crime, divorce, poverty, gender inequality, race relations, and others. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category. Fall, Spring

SOC 320 Women, Gender, and Society
A sociological, global, and theoretical approach to the study of women and gender. Emphasis on the social construction of sex and gender. Also analyzes gender inequality and its connections with different forms of oppression over time. Prerequisite: ISSOC 125 - Introduction to Sociology, or permission of instructor. Occasionally.

SOC 325 Ethnic Relations
This course applies sociological theories of ethnicity to the study of past and current ethnic relations across the globe. Emphasizes sociological research on status of ethnic groups in the broader society and in specific social institutions. Prerequisite: ISSOC 125 - Introduction to Sociology, or permission of instructor. Fall, even years.

SOC 326 Sociology of the Holocaust
Analyzes the Holocaust from a comparative, sociological perspective, applying relevant theories and concepts. Emphasis is on social and cultural forces that led to the Holocaust, including stereotyping, discrimination, anti-Semitism, institutional changes, and social-political indifference. Prerequisite: IHHGS 252/IHHIST 252 or ISSOC 125 - Introduction to Sociology. Cross-listed as HGS 326. Fall, odd years.

SOC 327 Sociology of Genocide
Focusing on genocide after the Holocaust, this course evaluates theoretical debates on what constitutes genocide and why genocide takes place. It also comparatively analyzes genocide that has occurred in different nation-states from a sociological perspective. Prerequisite: IIHGS 155 or ISSOC 125 - Introduction to Sociology. Cross-listed as HGS 327. Spring, even years.

SOC 328 Social Policy
In this course students will use a comparative and historical approach to study social policy. Students will learn about how US social policies have evolved over time, analyze theoretical debates related to citizen rights and access to government services, and compare policies in the US to those in other countries. Prerequisite: ISSOC 125 - Introduction to Sociology. Fall, even years.

IISOC 330 Person and Society
Sociological social psychology lies at the intersection of our inner lives and our social worlds. In this interdisciplinary course, we explore socialization, self-presentation, attitudes and behavior, interpersonal relationships, deviance, conformity, and other topics through sources from sociology, women's and gender studies, psychology, communications, and popular culture. Cross-listed with IWGS 330. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

SOC 335 Practicum in Sociology
This course provides an opportunity for students to use sociological learning in a community setting for 8 to 10 hours each week. Students may select from among applied research, human services, or other social change settings. Prerequisites: SOC 301. Fall.

SOC 345 Sociology of Families
This course examines various family forms, with primary emphasis on U.S. families. Includes the history and functions of families, theoretical and methodological approaches to studying families, intimate relationships, parenting and socialization of children, and family disruption. Prerequisite: ISSOC 125 - Introduction to Sociology, or permission of instructor. Spring.

SOC 350 Sociology of Globalization
Examines major sociological trends relating to globalization, giving special attention to topics such as development theory, consumerism, opposing viewpoints on the benefits of globalization, and consequences of globalization for economics, culture, technology, politics, and other institutions. Prerequisite: ISSOC 125 - Introduction to Sociology. Fall, odd years.

SOC 352 Sociology of Deviance
This course examines the processes involved in labeling behaviors and people as "deviant" within society. We will explore theories of why individuals engage in deviance as well as those discussing societal reactions to deviance. We will also explore
popular forms of deviance in American culture through a theoretical lens. Cross listed with CJS 352. Prerequisites: CJS 240 or ISSOC 125 - Introduction to Sociology, or permission of instructor. Fall.

**ISSOC 355 Sport in Society**
The sociological analysis of sport: issues discussed include the history, definition, and functions of sport; role of sport in the socialization of children; the relationship between sport and values; athletics within the social organization of education; deviance, crime, and violence in sport; the business and economics of sport. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

**ISSOC 360 Nicaragua in Change**
Experiential service-learning course examines the effects of revolution and social change in Nicaraguan society. Faculty and students travel during spring break to the city of Managua and a rural farming cooperative in Nicaragua. Students conduct interdisciplinary research on public health and social conditions and share results in a public forum. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Occasionally.

**SOC 370 Homeless in NH & US**
In this service-learning course, students study homelessness, while developing research and professional skills. After hearing from experts and reviewing scholarship on homelessness, they work on a statewide needs assessment, interview shelter residents, craft a grant proposal, volunteer at a shelter, and engage in education and advocacy for the homeless. Prerequisite: ISSOC 125 - Introduction to Sociology. Spring.

**SOC 380 Environmental Sociology**
Introduces students to the sociological analysis of human systems as they relate to the natural environment around the world. Topics include population, food energy, sustainable development, environmental justice, the environmental movement, international environmental conflicts, and globalization. Prerequisite: ISSOC 125 - Introduction to Sociology. Fall, even years.

**SOC 390 Studies in Sociology**
Intensive study of selected topics in sociology. May be repeated as topics change to a maximum of 8 credits. Prerequisite: ISSOC 125 - Introduction to Sociology. Occasionally.

**SOC 427 Rwandan Society and Genocide**
This course involves intensive sociological study of Rwandan society, with a particular focus on its 1994 genocide. Topics include historical, social, and cultural background; assessment of theoretical explanations for the genocide; the extent of international intervention to stop it; and post-genocide social institutions and culture. Prerequisite: IIHGS 255 or SOC 305, or permission of instructor. Cross-listed as HGS 427. Spring, even years.

**SOC 433 Social Movements**
This seminar focuses on the key theoretical paradigms used in social movement studies. These paradigms will be examined with an emphasis on movements in the areas of democratization, civil rights, migration, labor, women, the environment, and globalization. Prerequisite: SOC 305. Occasionally.

**SOC 450 Mind, Self, and Society**
This seminar discusses major theories, problems, and findings concerning the relationship between the individual and society. Topics include consciousness and the construction of meaning, self-concept, and social identity; socialization and interaction; and group behavior and group membership. Prerequisite: SOC 305. Occasionally.

**SOC 455 The Body and Sexuality in Society**
Seminar introduces students to social benefits and practices related to the human body with a focus on gender and sexuality. Topics include socialization, cultural constructions of masculinity and femininity, body image, aging bodies, sexual harassment, rape, porrnography and sex work, and new reproductive technologies. Prerequisite: SOC 305 or permission of instructor. Occasionally.

**SOC 472 Sociology of Health and Medicine**
Seminar examining the contributions of sociological theory and research to understanding the social effects on health, illness, health care, the institution of medicine, and health policy. While the United States is a primary focus, global issues are included. Prerequisite: SOC 305 or permission of instructor. Occasionally.
SOC 475 Social Stratification
This seminar examines how the unequal distribution of wealth, power, and prestige among individuals and groups affects life chances. Emphasizes class, race, gender, and occupational divisions in the contemporary United States with some attention to global inequality. Prerequisite: SOC 305. Occasionally.

SOC 480 Political Sociology
Seminar acquaints students with sociological approaches to the study of politics in world context. Attention is given to aspects of political culture, political theory, the media, international politics, political participation, social movements, political economy, and globalization. Prerequisite: SOC 305 or permission of instructor. Occasionally.

SOC 485 Science and Society
This is a seminar course on the relationship between science and society. We will look at the historical development of science as a social institution and the institutional practices of modern science. We will also study the relations between science and other social institutions, including politics, culture, and the economy. Prerequisite: SOC 305. Occasionally.

SOC 490 Advanced Special Topics in Sociology
Advanced study of selected topics in sociology. May be repeated as topics change to a maximum of 8 credits. Prerequisite: SOC 305 or permission of instructor. Occasionally.

SOC 494 Cooperative Education
1-4 credits
Work-learning experience for Sociology majors. Placement arranged by student, and approved, supervised, and evaluated by faculty member. Student spends 3-4 hours each week in work setting for each credit earned. Compensation possible. Does not count toward the major. May be repeated to a maximum of 4 credits. Graded Pass/Fail. Prerequisite: Permission of instructor. Fall, Spring.

SOC 498 Independent Study
1-4 credits
Advanced independent study of a sociology/anthropology area not normally available in the curriculum. Requires written report. Prerequisite: written permission of the instructor. May be repeated to a total of 4 credits. Fall, Spring.

SOC 499 Senior Honor Thesis
Planning, executing and completing a senior thesis in Sociology is the goal of this sequence. With guidance from a faculty sponsor and a committee of readers, student will identify and pursue a topic of interest in the field. Written and oral presentation of the project is required for credit. Prerequisites: Senior standing; SOC 301, 303 and 305; overall and major GPA of 3.50 or above; and application to and approval by the Department Faculty. Must be repeated (8 credits total) to qualify for Sociology honors. Fall, Spring.

Spanish

IHSP 100 Basic Spanish Language and Culture
Introduction to basic skills to communicate about personal and everyday topics and exploration of cultural diversity within the contemporary Spanish-speaking world. For students with no prior knowledge of Spanish. Does satisfy the Arts and Humanities language requirement. Fall, Spring, Summer.

IHSP 101 Elementary Spanish I
Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and Internet sites, and exploring the contemporary Spanish-speaking world. For students with little or no prior knowledge of Spanish. Fall, Spring.
IHSP 102 Elementary Spanish II
Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and Internet sites, and exploring contemporary issues in the Spanish-speaking world. Students should have prior knowledge of basic Spanish.

IHSP 103 Elementary Spanish III
Development of skills to converse with native speakers, explore contemporary issues in the Spanish-speaking world, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary Spanish. Fall, Spring.

IHSP 200 Intermediate Readings in Spanish
Selected readings in Spanish from literary texts, scholarly journals, magazines, newspapers, and websites. Class discussions are mainly in English. This course meets the Arts and Humanities language requirement and does not count for the Spanish major. Students should have an elementary knowledge of Spanish. Fall, Spring.

IHSP 201 Intermediate Spanish I
Development of skills to converse with native speakers, explore contemporary issues in the Spanish-speaking world, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary Spanish. Fall, Spring.

SP 201 Intermediate Spanish
Continuation of the development of the four basic language skills. Fall, Spring.

SP 290 Intermediate Special Topics
Study of selected topics in Spanish. May be repeated as topics change. Occasionally.

SP 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

SP 315 Conversation & Composition I
To maintain and perfect written and spoken Spanish through intensive classroom work, as well as individual and group work. Discussion and frequent papers in Spanish based on cultural and literary readings and videos given in Spanish. Emphasis on oral communication. Prerequisite: SP 201 or permission of instructor. Fall, Spring.

SP 316 Conversation & Composition II
To maintain and perfect written and spoken Spanish through intensive classroom work, as well as individual and group work. Discussions and frequent papers in Spanish based on cultural and literary readings and videos. Given in Spanish. Writing intensive. Prerequisite: SP 315. Fall, Spring.

SP 325 Introduction to Spanish Literature
Study of various critical approaches to Spanish literature. Conducted in Spanish. Prerequisite: SP 315 and SP 316 or permission of instructor.

SP 350 Study in Spain or Latin America
12 credits
Study away, for a full semester, in a Modern Languages and Cultures-approved program that meets Global Education Office guidelines. Students must meet with Modern Language faculty for pre-approval and additional proficiency requirements. May be used to meet the Arts and Humanities language requirement. All majors must take the ACTFL Oral Proficiency Interview, and complete a reflective essay in the target language, within 30 days after their study abroad experience. Permission of instructor. Minimum of 12 credits per semester. Fall, Spring.
SP 405 Contemporary Spanish Usage
Advanced study of syntax, semantics, phonology, lexicon, and language contact, based on actual usage in the contemporary Hispanic world as well as the United States. Prerequisite: SP 316 or permission of instructor. Spring.

SP 410 Advanced Spanish Grammar
A study of contemporary Spanish grammar, and a treatment of the typical pitfalls for nonnative users of Spanish. Prerequisite: SP 405, or permission of instructor. Fall.

SP 495 Seminar
The capstone experience for Spanish majors. Topics based on needs and interests of the group. Prerequisites: SP 325, SP 405 and senior status. Spring.

SP 498 Independent Study
1-4 credits
Intensive study of some aspect of Spanish language, literature, or culture adapted to the student's needs. May be repeated to a total of 8 credits. Prerequisite: Permission of instructor.

Sustainable Product Design and Innovation

SPDI 110 Electricity and Electronics Fundamentals
An introductory course that examines topics from magnetism and electricity to electronics and microcomputers. A hands-on, experiential learning environment is used to stimulate creativity and understanding of the importance of electronics in today's society. Two-hour lecture, three-hour lab. Fall, Spring.

SPDI 121 Drafting, Sketching, and CAD
Introduction to the graphic language used in product design for students with little or no previous experience with drafting or CAD. Freehand sketching, instrumental expression, and the use of computer-assisted standard drafting techniques and practices are explored. Previous experience with Windows-based operating systems. Two-hour lecture, three-hour lab. Fall, Spring.

IITDS 140 Media Literacy: Seeing and Selling
Explore the promotion of world views through the power of visual communications. Apply the tools of many different academic fields to "see more" and become more visually and media literate. Develop interdisciplinary creative problem-solving skills, build your academic portfolio, and contribute to a collaborative service-learning project. Four-hour seminar. Fall.

IITDS 150 Technology and Civilization
This course is a multidisciplinary exploration of technology that encourages students to assess the intended and unintended consequences of technical solutions through cultural, scientific, technological, economic, social, and political lenses. Students will research self-selected topics to understand current issues and to select socially responsible solutions. Four-hour seminar. Fall.

SPDI 152 Product Design I
Product design involves the integration of human and aesthetic aspects with technological and production aspects in the creation of manufactured products. This first in a series of courses in product design includes areas of human/object interface, product form, product innovation, and an introduction to eco-design. Fall, Spring.

IITDS 160 Peak Oil and Sustainable Solutions
Apply tools of many different disciplines to explore national and international issues surrounding "Peak Oil" - impacts of dwindling supplies of fossil fuels, environmental and social costs of energy conversion processes, national energy polices, and grassroots activism. Develop interdisciplinary problem-solving skills by promoting sustainable solutions in a service-learning project. Four-hour seminar. Spring.
SPDI 170 Introduction to Woodworking Technology
Focus on woodworking systems in mass production applications and one-of-a-kind manufacturing. Emphasis is on problem-solving and creativity in laboratory activities. Function, maintenance, safety, and use of tools, machinery, and materials, including supportive theory. Two-hour lecture, three-hour lab.

SPDI 180 Metal Processes and Prototyping
Deals with the processes involved with machining, casting, and fabricating metal. Shop safety, proper use of hand and measuring tools, and the use of machine tools are covered. Valuable prototyping skills are covered. Two-hour lecture, three-hour lab. Fall, Spring.

SPDI 221 Three-Dimensional CAD
Graphic representation of objects intended for manufacture using three-dimensional computer-aided drafting software. Parametric solid modeling of parts and assemblies and creating orthographic view drawings uses SolidWorks software. Previous experience with Windows, Orthographic Drawing, and 2D CAD is expected. SPDI 121 is recommended prior to this course or permission of instructor.

SPDI 270 Woodworking Processes
The design, production, and finishing of furniture, cabinets, and millwork. The historical development of cabinetry as well as contemporary material and processes are covered. Exploration of advanced woodworking processes in the laboratory. Two-hour lecture, three-hour lab. Prerequisite: SPDI 170 or permission of instructor. Fall, Spring.

SPDI 290 Special Topics
1-4 credits
Study of a selected topic in the Sustainable Product Design and Innovation program. May be repeated as topics change. Prerequisites vary with topics. Fall, Spring.

SPDI 294 Cooperative Education
1-4 credits
Introductory work-learning experience related to career interests, for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 60 hours/credit) to maximum of 12 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail. Fall, Spring.

SPDI 298 Independent Study
1-4 credits
An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 4 credits.

SPDI 304 Materials: A Life-Cycle View
Fundamental properties of a wide range of materials are covered emphasizing mechanical and physical properties and manufacturing processes. A material life-cycle view provides transparency to the human health and environmental effects. Lectures, labs, group and individual projects, and field trips will be used. Two-hour lecture, three-hour lab. Spring.

SPDI 321 Advanced 3D CAD
Parametric, solid modeling is used to create complex parts, surfaces and assemblies, in the context of problem-solving and critical thinking to generate effective prototyping strategies. Applications using SolidWorks software include sheet metal parts, virtual stress analysis, design tables and parametric databases, ANSI and ISO standard engineering drawings and GD & T. Prerequisite: SPDI 221. Fall.

SPDI 330 Metrology and CMM
This course will focus on Metrology and the acquisition of knowledge and skills necessary to utilize Coordinate Measurement Machines (CMM) for the inspection of mechanical items. Emphasis is on accuracy and efficient programming, calibration, alignment structure, geometry feature disciplines, and CAD model use for the process of qualifying manufactured items.
Prerequisites: SPDI 221, or permission of instructor. Also for individuals with prior industry experience in blueprint reading and inspection. Spring, Fall.

**SPDI 351 Product Design II**
A continuation of Product Design I, emphasis is on rational methods for developing designs in team settings. Basic engineering methods of analysis are introduced to evaluate design structures and mechanisms. Alternative design options are evaluated using analytical techniques. Project planning fundamentals of time and budget emulate industrial development practices. Prerequisite: SPDI 152 or permission of instructor.

**SPDI 352 Product Design III**
This course is the third in the product design series. Specific design projects are undertaken, which require an advanced knowledge of computer-aided design/manufacturing. Topics include initial product design, product specifications, prototype fabrication, and evaluation. Two-hour lecture, three-hour lab. May be repeated once with the permission of instructor. Prerequisites: SPDI 221 and SPDI 351, or permission of instructor. Spring.

**SPDI 380 CAD/CAM Using MasterCAM**
Parts will be designed, programmed, and created using CAD and MasterCAM software and CNC mills. CNC machine setup and interface are covered. The class will consist of several projects over the semester including the creation of new programming. Two-hour lecture, three-hour lab. Prerequisite: SPDI 180 and SPDI 121 or SPDI 221, or permission of instructor. Fall.

**SPDI 400 Manufacturing Enterprise**
Organization and implementation of a student-managed industrial enterprise, including a general overview of economic systems and corporate structure. Emphasizes laboratory covering design, production and distribution of marketable consumer products. Two-hour lecture, three-hour lab. Prerequisite: Junior standing or above. Fall.

**SPDI 410 Mechatronics and Automation**
Modern manufacturing technologies integrate mechanical and electrical components with computer controls in flexible, automated systems. This lab-based course includes methods for developing multi-station manufacturing and assembly systems using sensors, actuators, conveyors, robotics, vision systems, microprocessors, and other automation equipment used in manufacturing.

**SPDI 430 Advanced CMM & Metrology Concepts**
2 credits
The Advanced CMM class will build on the acquisition of knowledge and skills necessary to program and run automated Coordinate Measurement Machine, (CMM), from learned PC-DMIS Basic course. The programming of CMM with PC-DMIS software, will demonstrate advanced methods to enhance programming and efficiency for the process of qualifying product by using drawing, models, and GD&T disciplines. Prerequisite: Prior experience or training in PC-DMIS Basic is required. SPDI 330 or prior PC-DMIS CMM experience is necessary.

**SPDI 450 Product Design for Manufacturing and Assembly**
Your product design project focuses on exploring, in an open-forum setting, the detail design processes to optimize manufacturability while considering associated cost drivers. Topics include material and process selection, part stress identification, and detailed part and tooling design to create production documents to explore a simplified pricing model. SolidWorks proficiency is expected. Prerequisites: SPDI 221 and SPDI 252, or industry experience and permission of instructor. Spring.

**SPDI 456 Portfolio Design**
2 credits
Develop a visual portfolio of your SPDI projects, other KSC experiences and your work and internship experiences to illustrate your knowledge and skills in preparation for career opportunities and/or graduate school applications. All graduating SPDI majors are expected to participate in the Spring Portfolio Review. Spring
SPDI 490 Advanced Special Topics

1-4 credits

Study of a selected topic in the Sustainable Product Design and Innovation program at an advanced level. May be repeated as topics change. Prerequisites vary with topics. Fall, Spring.

SPDI 494 Advanced Cooperative Education

1-4 credits

Sequential work-learning experience for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 60/hours credit) to maximum of 12 credits per program. Prerequisites: SPDI 294, 2.0 cumulative GPA, declaration of major, and permission of instructor. May be repeated for credit. Graded Pass/Fail. Fall, Spring.

SPDI 495 Seminar

1-4 credits

Small-group discussion of problems and issues in Sustainable Product Design and Innovation. May be repeated as topics change. Fall, Spring.

SPDI 498 Independent Study

1-4 credits

Advanced independent study of various fields of Sustainable Product Design and Innovation through independent reading, writing, laboratory work, or field investigation. Requires a written report. Prerequisite: Permission of instructor. May be repeated for a total of 4 credits. Fall, Spring.

Theatre and Dance

IATAD 100 Theatre: The Art of Imagination

We humans have an elemental need for make-believe. This course explores the use of imagination in the creation of theatrical events using hands-on creative projects and traditional lecture/discussion. Topics include historical and global perspectives, acting, designing, directing, and playwriting. Attendance at specific Redfern Arts Center productions is mandatory. Fall, Spring.

IATAD 102 Acting: Identity and the Creative Process

This experiential course explores the fundamentals of the art and craft of acting. Our work will include play and performance analysis, class exercises, and collaborative projects. Fall, Spring.

TAD 105 Foundations

In Foundations we lay the groundwork for an exciting 4-year journey in search of artistic voice. Students explore aesthetics, the creative process, and who, what, where, why and when one identifies as an artist. In TAD 492 Capstone, students will reflect on the development of their artistic voice. Fall.

TAD 112 Modern Dance/Composition I

An introduction to modern dance, designed to enable students to experientially understand and appreciate this art form, its discipline and its creativity. Includes basic modern dance technique and movement principles, modern dance history, and fundamentals of dance composition. Spring.

IATAD 113 Dance As A Way of Knowing

This experiential dance course addresses issues of identity, culture, and ethics through personal movement exploration and analysis of master works from turning points in modern dance history. Includes dance technique, composition, and research methods from the field of performance studies. Fall, Spring.

TAD 121 Introduction to Technical Theatre

Practical training in the following areas of technical theatre: tools and materials, scenic and costume construction, lighting, stage facilities, and safety. Fall.
TAD 123 Theatre Scene Shop Laboratory  
1 credit  
Production training in the scene shop. Projects are assigned according to Theatre and Dance department production needs. Projects will include: scenic construction, painting, lighting, rigging, sound, props. May be repeated as topics change. Fall, Spring.

TAD 124 Theatre Costume Laboratory  
1 credit  
Production training in the costume shop. Projects are assigned according to Theatre and Dance department production needs. Projects will include: costume construction, accessories, maintenance, load-in, and strike. May be repeated for credit as topics change. Fall, Spring.

TAD 140 Voice and Movement  
Introduces the foundational brain-to-body work that aligns the voice and body to support artistic fluidity in the creative art of communication. Students engage in movement and vocal exercises that provide kinesthetic awareness, aid relaxation and release tension that negatively impacts expressive capabilities of artists, dancers, or educator. Prerequisite: TAD 105. Spring, odd years.

TAD 162 Design for the Performing Arts  
The elements of design used in the creation of a theatrical event. Exploration of the fundamental design elements and practical application of design theory through visual projects. Fall, Spring.

TAD 205 Acting: Theatre Movement  
Theatre Movement is designed to increase an actor’s physical, emotional, and spatial awareness. Emphasis is placed on understanding and developing movement potential as an individual and in physical interactions with others. Course may be repeated once for credit. Spring.

TAD 212 Modern Dance/Composition II  
A continuation in the study and experience of modern dance as an art form through the development of dance technique and further exploration of movement, composition, and performance principles. Includes modern dance technique, partnering and contact improvisation, and development of the choreographic craft. May be repeated once for credit. Prerequisite: TAD 112 or IATAD 113, or permission of instructor. Fall, Spring.

TAD 216 Jazz Dance  
An introductory course in jazz dance with emphasis placed on rhythm manipulation, jazz movement vocabulary, and stylistic contrasts encompassed by jazz. Background in modern dance technique recommended. Spring.

TAD 217 Ballet/Experiential Anatomy  
A basic course in ballet technique. Emphasis is placed on anatomic and kinesthetic principles, experiential anatomy, and competency in the ballet vocabulary. Prerequisite: TAD 112 and Theatre and Dance major or minor, or by permission of instructor. Fall.

TAD 223 Theatre Technology Workshop  
Basic principles and techniques in a specific theatre craft, e.g., rigging, scenic painting, properties, lighting technology, or sound editing. May be repeated for credit as topics change.

TAD 224 Theatrical Design Studio  
Basic principles and techniques in a specific design area of theatre, e.g., puppetry, mask making, properties design, makeup, or sound design. May be repeated for credit as topics change.

TAD 227 Stage Management  
Theory and practice of stage management. Students study the operation and organization of both professional and amateur theatrical production from concept through closing. Course work culminates in close management of a Directing Workshop production. Spring, odd years.
TAD 231 Theatre History and Literature I
The history and literature of theatre are examined from Ancient Greece through the 18th century. We will explore great dramatic works and learn the contexts in which they were written through discussion, readings, videotapes, and lectures. Prerequisite: ITW 101. Fall.

TAD 232 Theatre History and Literature II
The history and literature of theatre are examined from the 19th century to the present. We will explore great dramatic works and learn the contexts in which they were written through discussion, readings, videotapes, and lectures. Prerequisite: TAD 231. Spring.

TAD 235 Dance History
The course examines choreography as a creative and evolutionary process. Through lectures, media presentations, readings, and discussions, the course surveys the history of western theatrical dance and explores the interrelationship of dance and world events. Spring, odd years.

TAD 250 Beginning Acting
3 credits
An introduction to acting centered on the Stanislavski System. Coursework includes scene analysis, character study, and scene work. Required for all majors. Offered fall semester of even-numbered years. Co-requisite: TAD 255 Fall, even years.

TAD 255 Ensemble, Voice, and Movement 1
1 credit
A studio course to provide continuous voice, movement and ensemble based training. Work builds on foundational work explored in TAD 140. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Co-requisite: TAD 250 or permission of the instructor. Fall, even years.

TAD 265 Rendering for the Theatre
A study of the major styles of architecture and clothing through the ages while exploring various media for rendering, including pencil, charcoal, pen and ink, acrylic, and watercolor. Fall, odd years.

TAD 282 Acting: Voice and Diction
Vocal production, use of the International Phonetic Alphabet for sound identification and articulation, and work in techniques of relaxation, alignment, breath and sound connection and centering, and resonation. Active participation required in warm-ups, articulation drills, memorization for presentations. May be repeated once for credit. Fall.

TAD 290 Special Topics
An exploration of areas not covered by the regular curriculum. Content and prerequisites depend on available faculty and resident artists. May be repeated for credit.

TAD 292 Mid-Level Review
0 credits
Presentation of a portfolio of work that illustrates student growth and progression towards the realization of program learning objectives and outcomes. Each portfolio requires specialization-based artifacts, as well as a resume, transcripts, and a personal statement. Students will present portfolio materials for their faculty committee members followed by an interview. Graded Pass/Fail.

TAD 301 Acting: Character Development
Advanced training in actor preparation and building a character, with emphasis on establishing character relationships. Auditioning for all KSC theatre productions required. Course may be repeated once for credit. Prerequisite: IATAD 102 or permission of instructor. Fall.
TAD 311 Modern Dance/Composition III
Intensive work in movement principles, body awareness, and progressively more advanced dance technique emphasizing recent developments in choreography and performance. May be repeated once for credit. Prerequisite: TAD 112 or IATAD 113, TAD 212, or permission of instructor. Spring.

TAD 312 Modern Dance/Composition IV
Intensive work in movement principles, improvisation, and progressively more advanced dance technique. Creativity in movement invention and composition are emphasized and historically linked to the post-modern dance era. Includes performance critiques and text readings. May be repeated once for credit. Prerequisite: TAD 311 or permission of instructor. Spring.

TAD 318 Research in Choreography
Exploration of the craft of choreography through the application of compositional theories in dance. Studio exploration and research culminate in an end-of-term performance. Prerequisites: Two from TAD 212, TAD 216, TAD 235, TAD 311, TAD 312, or permission of instructor and concurrent enrollment in TAD 112, TAD 212, TAD 216, TAD 311, or TAD 411. May be repeated once for credit. Fall.

TAD 350 Intermediate Acting
3 credits
An extension of foundational technique acquired in TAD 250 with emphasis on the psychophysical connection and method of physical action. Work includes the impact of detailed scene analysis, milieu study, characterization, relationships, and alignment of thinking. Prerequisite: TAD 250, Co-requisite: TAD 355. Spring, odd years.

TAD 355 Ensemble, Voice, and Movement 2
1 credit
A studio course that provides continuing voice, movement and ensemble based training. Work builds on foundational work explored in TAD 350. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Prerequisite: TAD 250, Corequisite: TAD 350. Spring, odd years.

TAD 361 Scenic Design
3 credits
How a designer analyzes a script and works with the director to create a design. Students study techniques of rendering, sketching, model building, and drafting. Prerequisites: TAD 105 and TAD 121, or permission of instructor. Corequisite TAD 371. Spring, odd years.

TAD 362 Lighting Design
3 credits
The lighting designer's role in the creation of a stage design. Lighting principles, instrumentation, color theory, script analysis, and light plots. Prerequisites: TAD 105 and TAD 121, or permission of instructor. Corequisite TAD 372. Spring, odd years.

TAD 363 Costume Design
3 credits
The role of the costume designer in the theatrical process. Students study basic costume history, principles of design, script analysis and rendering techniques. Prerequisites: TAD 105 and TAD 121, or permission of instructor. Corequisite: TAD 373. Spring, odd years.

IATAD 370 Playwriting
The art and craft of the playwright. Students will be involved in the creation of a dialogue text using Dramatic Imagination. Students will study structure and techniques of writing for dramatic forms, primarily theatrical forms. Students will complete writing exercises as well as preliminary drafts and a completed script. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.
TAD 371 Scenic Design Laboratory
1 credit
Students will work on scenic design application skills such as model making, scenic rendering, drafting, and scenic design related software. Prerequisites: TAD 105 and TAD 121, or permission of instructor; Co-requisite TAD 361. Spring odd years.

IATAD 372 Arts Management: Organizations and Entrepreneurship
Students will be introduced to different ways arts companies are structured and managed, with a focus on not-for-profit organizations. The course will provide an in-depth exploration of opportunities for creating start-up arts businesses, combining projects tailored to individual students' interests, case studies, and discussion. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

TAD 372 Lighting Design Laboratory
1 credit
Students will work on lighting design application skills such as lighting technology, rendering, and drafting and paperwork software. Prerequisites: TAD 105 and TAD 121, or permission of instructor. Co-requisite TAD 362. Spring, even years.

TAD 373 Costume Design Laboratory
1 credit
Students will work on Costume design application skills such as human anatomy, drawing clothing on figures, costume rendering, and textile. Prerequisites: TAD 105 and TAD 121, or permission of instructor. Co-requisite: TAD 363. Spring, odd years.

IATAD 374 Arts Management: Marketing, Development, and Communication
Students will be introduced to how arts organizations communicate with different constituencies, both internal and external. The course will cover marketing, communication, development/fundraising, and social media, combining projects tailored to individual students' interests, case studies, and discussion. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

TAD 393 Theatre Internship
A supervised contracted experience applying theatrical theories and skills in a professional setting. Internships are arranged by the student with approval from the TAD faculty. On-site and faculty supervision are required. Prerequisites: Junior standing and permission of instructor. Summer.

TAD 397 Production Process
1-4 credits
With the approval of the faculty member concerned, a student may earn credit for fulfilling a position of responsibility on a faculty-directed production. May be repeated for credit. Fall, Spring.

TAD 398 Performance Process
1-4 credits
This lecture/laboratory course in theatre or dance examines the performance process from audition through conceptual analysis, rehearsal, and ensemble development to the critical stage experience. May be repeated for credit for a maximum of 6 credits. Prerequisite: Permission of instructor. Fall, Spring.

TAD 411 Modern Dance/Composition V
Advanced work in modern dance technique and performance. Primary focus is to clarify and articulate technical ability as a means to help illustrate choreographic intention. Composition work emphasizes the use of choreographic collaboration reflecting themes in cultural issues, music analysis, or topics of contemporary concern. May be repeated once for credit. Prerequisites: TAD 311/TAD 312 or permission of instructor. Fall.

TAD 412 Modern Dance/Composition VI
This capstone course continues advanced work in modern dance through the investigation of the technique/performance interrelationship. Research and choreography explore original creative voice in preparation for professional dance and/or graduate school. May be repeated once for credit. Prerequisites: TAD 318 and TAD 411 or permission of instructor. Spring.
TAD 450 Advanced Acting
3 credits
Actors explore technique specific to the handling the classical texts of ancient origins through the 18th century. Prerequisite: TAD 350. Corequisite: TAD 455. Fall, odd years.

TAD 455 Ensemble, Voice, and Movement 3
1 credit
A studio course to provide continuous voice, movement and ensemble based training. Work builds on foundational work explored in Voice and Movement. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Prerequisite: TAD 350, or permission of instructor. Corequisite: TAD 450. Fall, odd years.

TAD 460 Directing 1
3 credits
An introduction to directing theory and practice that includes play selection, script analysis, research, directorial concept, character biographies, casting, rehearsal planning, development of a production team, rehearsal management, blocking, integrating sets, lighting, sound, costumes, and music. Culminates in a hands-on directing project. Prerequisite: TAD 350, Corequisite: TAD 465. Fall, odd years.

TAD 465 Ensemble, Voice, and Movement 4
1 credit
A studio course to provide continuous voice, movement and ensemble based training. Work builds on foundational work explored in TAD 460. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Prerequisite: TAD 350, or permission of instructor. Corequisite: TAD 460. Fall, odd years.

TAD 470 Directing 2
3 credits
To prepare students for solo directorial projects this course continues work started in Directing 1 with an additional focus on producing. The course culminates in an evening of one-act plays directed and co-produced by students. Prerequisite: TAD 460. Corequisite: TAD 475. Spring, odd years.

TAD 475 Ensemble, Voice, and Movement 5
1 credit
A studio course to provide continuous voice, movement and ensemble based training. Work builds on foundational work explored in TAD 470. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Prerequisite: TAD 460, or permission of instructor. Corequisite TAD 470. Spring, odd years.

TAD 490 Advanced Special Topics
An exploration of areas not covered by the regular curriculum. Content and prerequisites depend on available faculty and resident artists. May be repeated for credit.

TAD 492 Capstone
In our Capstone course students reflect on the development of their artistic voice and engage in creative inquiry. They research, analyze, explain, manage, and carry out some important aspect of a theatrical production. Depending on the student's interests, the project may focus on acting, directing, dramaturgy, or design. Prerequisite: Permission of instructor. Spring, even years.

TAD 495 Modern Dance Seminar
The course examines the evolution of artistic ideas in contemporary dance. Through the analysis of the modern dance art form and the examination of 20th-century choreographers and dancers, students will contextualize the work of 21st-century dance artists. Prerequisite: TAD 235 or permission of instructor. Spring, odd years.
TAD 496 Dance Education Practicum I
2 credits
A practicum in developing curriculum and teaching dance in public and non-traditional school programs. The course content addresses standards and assessment in the New Hampshire Curriculum Framework for the Arts. May be repeated for credit. Prerequisite: Permission of instructor. 01 - Primary, 02 - Intermediate, 03 - Middle School. Fall.

TAD 497 Dance Education Practicum II
2 credits
A continued practicum in developing curriculum and teaching dance in public and nontraditional school programs. The course content addresses standards and assessment in the New Hampshire Curriculum Framework for the Arts. May be repeated for credit. Prerequisite: Permission of Instructor. 01 - Primary, 02 - Intermediate, 03 - Middle School. Spring.

TAD 498 Independent Study
1-4 credits
Intensive study of an issue, problem, or topic related to theatre arts or dance. May be repeated. Prerequisites: Junior standing and permission of instructor. Fall, Spring.

Women's and Gender Studies

IIWGS 101 Introduction to Women's and Gender Studies
This course is designed to introduce students to the key issues, questions, and debates in the interdisciplinary field of Women's and Gender Studies. Central to the course will be a focus on the social construction of identity and the myriad ways in which gender, race, class, sexuality, and nationality work to constitute people's experiences. Fall, Spring.

WGS 201 Feminist Practices
This course considers the theoretical and historical contexts of how social change happens from a feminist perspective. Students will engage in an experiential learning project that requires them to make connections between feminist theory, the history of liberatory social movements, and the need for engaged citizenship. Prerequisite: IIWGS 101. Fall, Spring.

IIWGS 210 Abortion
An interdisciplinary examination of the issue of abortion in the United States. Can one be a feminist and oppose legal access to abortion? Students will explore the legal, theological, and social history informing the abortion debate, with an aim to appreciate why resistance to reproductive choice exists and persists. Prerequisites: ITW 101. Spring, alternate years.

IIWGS 220 Starved or Stuffed
When the body is read as text, eating disorders are manifestations of cultural ideas that communicate to the self and the masses. This interdisciplinary course examines eating disorders through the optic of feminism, taking into consideration feminist discourse, theories of consumption and subjectivity formation, psychology, sociology, and literary analyses. Prerequisites: ITW 101. Fall.

IIWGS 230 Spirituality and Sexuality
An interdisciplinary exploration of spirituality and sexuality, drawing from history, religion, as well as women's and gender studies. Key questions: How are institutions of religion socially constructed? How do they affect women's ways of knowing, women's spirituality, and women's sexuality? What are new ways of representing spirituality as social inquiry? Prerequisites: ITW 101. Spring, alternate years.

IIWGS 240 Gender and Media
We take an interdisciplinary approach to studying representations of gender (as well as class, race, and sexuality) in the mass media and popular culture. Using literature from cultural studies, communication, sociology, and other disciplines, we explore dominant ideologies and how they are perpetuated (or not) in media products. Prerequisites: ITW 101. Fall.
IIWGS 250 Race, Sexuality, and Representation
This interdisciplinary course explores the representation of race, ethnicity, gender, and sexuality within U.S. visual culture, including film, video, and mass media. Drawing on feminist and queer studies, visual culture studies, film studies, and ethnic studies, this course asks how images convey racial, gender, and sexual difference. Spring.

IIWGS 254 Women in the Holocaust
How did women's Holocaust experiences differ from those of men? An interdisciplinary exploration of gender in Central European families, in ghettos, camps, and resistance, this course examines connections between the Holocaust and present day manifestations of anti-Semitism, sexism, homophobia, and nationalism. Readings are drawn from history, women's studies, and Holocaust memoirs. Cross-listed as IIHGS 254. Occasionally.

IIWGS 259 Topics in Women's and Gender Studies
Interdisciplinary study of a specific issue or topic within the field of Women's and Gender Studies. Students will develop skills in critical reading and critical thinking. May be repeated for credit as topics change. Prerequisites: ITW 101. Offered occasionally.

WGS 291 Topics in Women's and Gender Studies
Study of a key issue or topic within the field of Women's and Gender Studies. May be repeated for credit as topics change. Prerequisite: ITW 101. Offered Occasionally.

WGS 298 Independent Study
1-4 credits
An opportunity for a qualified student to develop and complete an innovative project under the supervision of a Women's and Gender Studies faculty member on a topic not currently offered. Proposals must be submitted to the Women's and Gender Studies Department by the student for review before the start of the course.

IIWGS 300 Women of Color
This interdisciplinary course explores the experiences of women of color using feminist scholarship from literature, sociology, history, and women's studies. Analyzes the history of social movements that have influenced the construction of the category "women of color" and articulates a critique of the category of "whiteness." Prerequisites: 24 credits in ISP, including ITW 101 and QL. Occasionally.

WGS 301 Feminist Theories
This course investigates and interrogates key theoretical debates within the feminist movement and women's and gender studies. Central to this course is the idea that understanding significant categories such as race, class, gender, sexuality, and nationality is an interpretive, theoretical, and political act. Prerequisite: WGS 201. Fall, Spring.

WGS 302 Queer Theory
Queer studies provide a range of theoretical approaches that challenge fixed, essentialist identities, drawing attention to incoherencies in the allegedly stable sex/gender system. Placing a variety of queer theories in their historical context, this interdisciplinary course will provide a survey of contemporary arguments and critical terms used in the field. Prerequisite: WGS 201. Fall, Spring.

WGS 303 Latina Feminist Theories
This class is an interdisciplinary examination of Latina feminist theories, drawing from history, epistemology, third-world feminisms, creative nonfiction literature, and art performances. The course is organized around the following issues: colonization, immigration, globalization, critical race theory, sexism, and Latina image representation. Prerequisites: IIWGS 101. Offered every other fall.

WGS 304 Feminist Media Theory
We take an interdisciplinary approach to studying the media using theories from cultural studies, communication, sociology, psychology, and other fields. We examine various media artifacts (TV shows, commercials, movie clips) in class. Students use appropriate theories to write a research paper on their choice of media-related topic. Prerequisite: IIWGS 101. Occasionally.
IIWGS 330 Person and Society
Sociological social psychology lies at the intersection of our inner lives and our social worlds. In this interdisciplinary course, we explore socialization, self-presentation, attitudes and behavior, interpersonal relationships, deviance, conformity, and other topics through sources from sociology, women's and gender studies, psychology, communications, and popular culture. Cross-listed with IISOC 330. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

WGS 340 Gender and the Law
Examines the myriad ways law and policy affects our lives, from hiring practices to the creation and dissolution of family, from crime to sports and education through the lenses of legal theories that promise the most fair creation and application of law. This course is crosslisted with CJS 340. Prerequisite: CJS 240. Spring.

WGS 490 Advanced Topics in Women's and Gender Studies
Advanced interdisciplinary study of theoretical perspectives within Women's and Gender Studies. Students will develop skills in critical reading and critical thinking. May be repeated for credit as topics change. Prerequisites: One 300-level WGS course or permission of instructor.

WGS 495 Capstone in Women's and Gender Studies
Students will explore the relationships among knowledge, power, and identities as they research a question related to women's, gender, and/or queer studies. The specific course topic will depend on the professor's and students' interests. Prerequisite: Take one from WGS 301, WGS 302, WGS 303, or WGS 304, or permission of instructor. Spring.

WGS 498 Advanced Independent Study
1-4 credits
Independent reading and writing on an approved topic under direction of a Women's and Gender Studies faculty member. Prerequisite: Permission of instructor.

Academic Policies

Academic Honesty

Updated 3/10/2017

Introduction
Keene State College strongly values the principles of academic honesty. Maintaining academic honesty includes:

- Creating and expressing your own ideas and work
- Properly citing and referencing other people’s ideas and work, giving appropriate credit
- Seeking appropriate, approved assistance from outside sources or persons (e.g. tutors)
- Acknowledging collaboration
- Performing with honesty during examinations, avoiding collusion, collaboration and/or the use of unauthorized resources

Keene State College will not tolerate instances of academic dishonesty and will provide appropriate educational and punitive sanctions for violations of this policy. Sanctions may range from educational programs up to suspension and expulsion. Academic dishonesty may include any cheating on academic work, plagiarism (either intentionally or unintentionally failing to properly document ideas or quotes from sources), and any dishonesty in regard to academic work.

A Brief Overview of the Handling of Academic Honesty Policy Violations
The College review of Academic Honesty Policy violations is an administrative process involving the student, the faculty members, and college administrators.

- Although all cases of academic dishonesty are serious, some are more serious than others.
• The initial sanction will be recommended by the faculty member, but all violations must be reported to the appropriate Assistant or Associate Dean, who will schedule a meeting with the student to discuss the incident, the recommended sanction, and the student's right to appeal.

• The Assistant or Associate Dean will make a final decision regarding the student's responsibility in the case based on the preponderance of evidence.

• The Assistant or Associate Dean will report the outcome to the Office of the Provost, where the reports will be kept on file. The reports, with appropriate supporting documentation, will be kept in the Provost's "active" file for five years after a student either graduates or stops taking courses at the college, after which time the reports will be removed to an archival file. Critical information from the cases will also be kept in the student's file in the Office of the Dean of Students.

More serious offenses – the stealing, selling, or buying of an exam; the presentation of a paper that is wholly or largely the work of another, including "purchased" or "file copies" of term papers; or having a "substitute" take an exam – will be considered as grounds for, and may result in, permanent expulsion from the college. The due date of any assignment/project/lab or the administration date of a quiz/exam or the date on which the violation is alleged to have occurred is deemed to be the start date for alleged policy violations and a case remains pending until the matter is fully resolved. If found responsible for an Academic Honesty policy violation the sanctions (i.e., grade of F, suspension, etc.) will be applied and enforced regardless of the student's enrollment status. For a detailed account of this process, see: Procedures for Handling Academic Honesty Violations.

I. Procedures for Handling Academic Honesty Violations

The College review of Academic Honesty Policy violations is an administrative process. It is not a criminal law process, nor is it intended to resemble one. The College review of Academic Honesty Policy violations is not required to observe formal rules of evidence and may exclude unduly repetitious or immaterial information.

1. A Violation of the Academic Honesty Policy is Identified and recorded

The due date of any assignment/project/lab or the administration date of a quiz/exam or the date on which the violation is alleged to have occurred is deemed to be the start date for alleged policy violations and a case remains pending until the matter is fully resolved. If found responsible for an Academic Honesty policy violation the sanctions (i.e., grade of F, suspension, etc.) will be applied and enforced regardless of the student's enrollment status. When a faculty member determines that a violation of the Academic Honesty Policy has occurred, the faculty member will report the violation by filing out a "Faculty Report" form found in the Outlook Public Folders or in the faculty Handbook. Normally documentation will occur within one business day of discovering the violation. The form should include complete demographic information, the charge and the recommended sanction. Supporting evidence should be attached to the form. The charge must be specified clearly on the form. (Please see the list of possible infractions in the "Sanctioning Guideline" for help in defining the charge and determining the appropriate sanctions.) The submitted evidence should include a copy of the student's work. Other evidence may include but is not limited to copies of the original work copied by a student (website, paper, etc.), evidence of cheating, and previously submitted papers.

2. The Faculty Member and the Student Meet

The faculty member making the charge shall meet with the student normally within five business days of filing out a report of an academic honesty violation. If the student fails to communicate with the faculty member, the faculty member shall complete the form without the student present and send the form to the Assistant or Associate Dean. The faculty member should include information regarding the attempted communications with the student. The faculty member should clearly explain to the student the charge, the evidence of an academic honesty violation, and the recommended sanction. The faculty member should explain the academic honesty policy in general and its attendant system of two levels of charges and sanctions. Finally, the student must sign the original report of academic dishonesty. Student signature on the form is in no way an admission of responsibility. The faculty member should present the student with a copy of the "Faculty Report" form. The Faculty Report Form is then forwarded to the Assistant or Associate Dean and the Department Chair/Coordinator. The role of the Department Chair/Coordinator is to clarify questions regarding the process for faculty and students and refer all other questions to the Assistant or Associate Dean.

3. The Assistant or Associate Dean and Faculty Member Meet

The Assistant or Associate Dean and faculty member reporting the infraction shall normally meet within five business days to discuss the report form and any of the evidence of the violation. During this meeting, the faculty member will explain the rationale for the recommended sanction and the Assistant or Associate Dean will also address any concerns she/he has with the faculty member's report.
4. The Assistant or Associate Dean and the Student Meet

Normally, within five business days of meeting with the faculty member the Assistant or Associate Dean will meet with the student. The Assistant or Associate Dean will send communication using the student's KSC.keene.edu account. If the student fails to respond, the case will go forward and the student will receive the outcome in writing. Before the Assistant or Associate Dean meets with the student, she/he will review the student's Academic Honesty history, to see if there is any prior charge of Academic Honesty on file in the Office of the Provost. When the Assistant or Associate Dean meets with the student, she/he will discuss the report of a violation of the College’s Academic Honesty policy filed by the faculty member and then ask the student to give her/his account of the incident. At this time, the student may choose to accept responsibility for the charge or dispute it. The Assistant or Associate Dean will determine if the student is responsible and will share the rationale for the finding with the student (if possible, in this meeting, but if not, soon after). In this meeting, the Assistant or Associate Dean will discuss with the student the faculty member’s sanction and will explain the ramifications of the charge being entered into the file maintained in the Office of the Provost. The Assistant or Associate Dean will inform the student that should he/she not complete an educational sanction; the outcome of the case will become more serious. The Assistant or Associate Dean will inform the student of the potential non-compliance sanction and include the same information in the “Assistant or Associate Dean's Report.” The non-compliance sanction should move the final outcome to the next higher level of sanctioning (i.e., if a level one sanction was initially issued, the non-compliance sanction would come from the level two lists of sanctions). If the student is found responsible, the Assistant or Associate Dean may alter the recommended sanction issued by the faculty/library staff member only when the student's prior Academic Honesty history necessitates a more serious charge. The Assistant or Associate Dean may, however, wish to discuss the severity of the sanction with the faculty member, before or after meeting with the student. A copy of the Assistant or Associate Dean’s report will be sent to the Faculty member.

The Assistant or Associate Dean will explain the appeal process to the student. In most cases, the student will leave the Assistant or Associate Dean's Office with a completed copy of the report. The student must receive a copy of the report within 15 business days of the meeting. The original form should be filed in the Office of the Provost and the complete file should be forwarded to the Dean of Students Office.

5. Appeals

Either the accused student or the faculty member who filed the original complaint may appeal the findings of the Assistant or Associate Dean to the Provost. The role of the Dean, Provost or his/her designee is not to repeat the duties of the Assistant or Associate Dean. Generally, an appeal review is limited to an analysis of the letter of appeal and the record/documents of the meeting with the Assistant or Associate Dean. If, however, new relevant evidence has emerged, this information may be included as part of the review process. All appeals must be in writing and contain the substantive or procedural grounds for the appeal. The written appeal must be received by the Dean, Provost or his /her designee within five (5) business days from the date indicated at the top of the Assistant or Associate Dean’s Report form. The Dean, Provost or his/her designee will determine, based on the appeal letter, whether any of the criteria for granting an appeal have been satisfied.

In cases where the outcome has resulted in suspension or expulsion, the student may appeal the case to the Provost or his/her designee. The student may meet with the Provost or his/her designee to make a personal statement and answer questions. The process will normally be completed within 15 business days of receipt of the student’s appeal letter. A copy of the outcome letter should be filed in the Office of the Provost and the complete file should be forwarded to the Dean of Students Office. Once all appeal processes are complete, the Dean of Students and the Registrar will be notified. No further appeals are possible.

If a student does not appeal, the Provost will confirm the outcome of the Assistant or Associate Dean’s Report Form to the student in an outcome letter. A copy of the outcome letter should be filed in the Office of the Provost and the complete file should be forwarded to the Dean of Students Office. The Dean of Students and the Registrar will be notified.

II. Rights of Accused Students

In keeping with the fundamental concepts of due process, all meetings shall be fair and reasonable. Meetings shall be conducted according to procedural rules of the Academic Honesty Policy and in a manner consistent with the provisions set forth in the Academic Honesty Policy. Along with the right to privacy and the right to protection against discrimination, both of which apply to all Keene State College students, students accused of violating the Academic Honesty Policy shall also be given the following rights:

- A fair, impartial, and equitable process that respects the rights of all participants;
- Be treated with respect by College officials;
• Written and timely notice of charges and hearing absent extenuating or extraordinary circumstances;
• Be presumed not responsible until found responsible by a preponderance of evidence;
• Have an advisor with them throughout the hearing process
• Review all relevant documentary evidence regarding the allegation, at least two (2) days prior to a Dean’s hearing;
• Have unrelated past behavior excluded from the hearing;
• Choose not to present evidence or speak on their own behalf. A decision will still be rendered based on the information that is presented at the hearing;
• Be informed, in writing, promptly of the outcome, pending all appeals;
• To appeal the decision and/or the sanction imposed based on specific grounds.

III. Determining Student Responsibility
The Academic Honesty system is not a court of law; the rules of evidence do not apply. Students who demonstrate behavior that is found to be in violation of the Academic Honesty Policy are found to be “responsible” rather than “guilty,” and are given sanctions that are intended to assist in their development as responsible members of the college community. The determination of responsibility will be based on the standard of evidence known as “a preponderance of evidence.” This standard requires that it be more likely than not that the accused student has committed the violation(s) as charged.

IV. Academic Honesty Policy Violations
As members of the College community, students have an obligation to know and obey the College Academic Honesty Policy. Through its policies and regulation statements, the College has made an effort to outline the academic honesty standards it holds. In general, the College expects that the common sense of a mature and responsible individual will determine if the behavior is one that should be avoided. Accordingly, the following list is intended to serve as examples of behaviors that are considered unacceptable to students enrolled at Keene State College. This list is intended, therefore, to be illustrative and not exhaustive.

• Presenting others ideas and work as your own
• Failure to cite and/or reference other people’s ideas and work,
• Receiving assistance from outside people and sources when specifically prohibited
• Failure to acknowledging collaboration
• Performing with dishonesty during examinations, including collusion, collaboration and/or the use of unauthorized resources

V. Sanction Guidelines

A. Purpose
The purpose of sanction guidelines is to assist faculty members and others managing violations of the Academic Honesty Policy by offering definitions of violations and guidelines for sanctions. In determining the seriousness of a policy violation, it may also be appropriate to take into consideration the year of the student. It seems more likely to believe that a first-year student might lack the skills or knowledge to use proper citation than it would to believe the same of a senior; therefore, issuing sanctions that might lean in a more educational direction may be appropriate for first year students than for more experienced students.

B. Violation Definitions
An initial transgression of the academic honesty policy may result in a level-one or level-two violation charge, depending upon the seriousness of the offense. All initial infractions (with the exception of those that result in expulsion) require that the student take the college-designated educational sanction. A subsequent confirmed violation will automatically be charged as a level-two violation. Any subsequent confirmed offense after a level-two violation requires a sanction of immediate expulsion.

Level-One Violations: These violations affect only the individual student. Some may be due to ignorance or misinformation. These violations have minimal impact on the outcome of the course and can be addressed through education and/or some form of reparation. Some issues that arise in this category are due to discipline-specific demands that require specialized instruction.

Level-Two Violations: These include subsequent confirmed Level One Violations. Initial level two violations are blatant and have a serious effect on the student’s college career. They may also have a direct or indirect negative effect on other students in the class. Level-two violations require a more severe sanction than level-one offenses.
C. Violation and Sanction Examples

Level - One Violations

Examples (this list is not exhaustive):

- Missing or misleading citation (not meeting MLA, APA, etc. guidelines). In cases where there seems to be minor editorial errors and not a pattern of missing or misleading citation, this may be handled informally at the discretion of the faculty/library staff.
- Not giving proper credit to the ideas or words of others resulting in plagiarism.
- Giving inappropriate aid in quizzes or tests, in the writing of papers, or in the preparation of lab reports or other homework assignments (without specific permission to do so or apart from the College sanctioned tutoring services).
- Seeking and receiving unauthorized aid in quizzes or tests, in the writing of papers, or in the preparation of lab reports or other homework assignments.
- Two students in two different sections or classes sharing research for a paper or in-class presentation (without specific permission to do so).

Sanctions: Participation in the college-designated educational sanction is required, and one or more of the following is possible:

- Other Educational Sanctions such as:
  - Requiring the assignment to be redone on a different topic, or
  - Requiring additional assignments to be completed.
- Restitution (in cases of damage to materials, such as in the Library).
- Receiving an “F” for the assignment or possibly for the course, depending on the seriousness of the violation.

Level - Two Violations (includes any subsequent Level - One Violation)

Examples (this list is not exhaustive):

- Subsequent confirmed violations of items listed above.
- Cheating on an exam.
- Submitting falsified evidence or data for an assignment.
- Submitting an assignment, completed for one class, in any other class without explicit permission from the faculty.
- Blatantly plagiarizing, either in written format or orally, the work of others, including unacknowledged information from the internet or other electronic databases.
- Stealing, buying and/or selling an academic assignment.
- Misrepresenting one’s identity in an academic context.
- Sabotaging someone else’s academic work.
- Altering or forging college academic documents.

Sanctions: Participation in the college-designated educational sanction, if not previously assigned, is required (with the exception of students who are expelled for this offense) and one or more of the following is possible:

- Other Educational Sanctions such as:
  - Requiring the assignment to be redone on a different topic, or
  - Requiring additional assignments to be completed.
- Receiving an “F” for the course.
- Receiving an “F” for the course with the notation that the grade is a result of an Academic Honesty Policy Violation.
- Academic Probation.
- Academic Misconduct Suspension.
- Academic Expulsion.

VI. Sanction Definitions

Students who demonstrate behavior that is found to be in violation of the Academic Honesty policy are given sanctions that are intended to assist in their development as responsible members of the College community. Although the goal of the Academic Honesty Policy is to ensure that students take full responsibility for academic course work and for their intellectual/educational development, some behaviors might jeopardize academic integrity and/or compromise the reputation of the College and may result in sanctions that are punitive.
Educational Sanctions: Students will participate in the College’s official educational sanction in order to learn basic principles of academic honesty and why the behavior displayed is not acceptable within the context of our learning community. Faculty may impose additional educational sanctions specific to the course as noted above.

Academic Probation: Assigned for a specific period of time, generally not less than one semester. Academic probation places restrictions on some of the student’s activities. Certain scholarships may be withheld or lost due to academic probation. A student on academic probation is not viewed as “in good standing” by the College. Further violations of the Academic Honesty Policy that occur while the student is on probation generally result in more serious actions, such as suspension or expulsion from the College.

Academic Misconduct Suspension: An academic misconduct suspension occurs when, as a result of a student’s violating the Academic Honesty Policy, she/he loses the privilege of attending Keene State College for a specified period of time, not normally less than one semester or more than two years. During the period of suspension, the student is not eligible for a statement of “good standing” from the College. She/he may not register for or attend classes during any semester including the summer sessions. She/he may not participate in any class offering from the Continuing Education Department or any other extension service of Keene State College. No credits from other colleges will be accepted for transfer if taken during the period of suspension. She/he may not attend or participate in any College function during this period except as stipulated by the Provost/Vice President for Academic Affairs. A notation of “Academic Misconduct Suspension” is entered on the student’s transcript. Students suspended for a semester or more must apply to the Director of Admissions for formal re-admission to the College.

Academic Expulsion: This is the most serious sanction that can be imposed on a Keene State College student. It constitutes a final separation from the College and renders the student ineligible for re-admission at any time in the future. In addition, the student is permanently barred from the College premises and may never receive a statement of “good standing.” Students who are expelled for violations of the Academic Honesty Policy may be allowed on campus for legitimate campus administrative business with the prior approval of the Provost/Vice President for Academic Affairs. The notation of “Academic Expulsion” is entered on the student’s transcript and becomes a part of her/his permanent record.

VII. The Appellate Process

A. Grounds for Appeal

An appeal shall only be granted if it is based on one or more of the following purposes:

- The hearing was not conducted in accordance with procedures prescribed by the College.
- The sanction imposed was not appropriate for the violation and/or the past history of violations.
- There is new evidence that could not have been known during the hearing which is sufficient to alter the decision or outcome.

B. Changes to Sanction(s)

When there is reason to believe that the sanctioned student or other members of the College community are at risk, or when a need exists to protect College property or prevent material disruption of the College’s educational process, the Provost or his/her designee may immediately enforce any or all of the sanctions, and they shall remain in effect pending the final outcome of the case. Sanctions that are appealed by the student may not be increased; instead, the outcome of a successfully appealed sanction may be a reduction, alteration, or continuation of the original sanction(s). An accused student will not risk a more severe sanction simply by exercising the right to request an Appellate Review of the original sanction. In cases where the appeal is requested by the faculty member filing the complaint, the Dean, Provost or his/her designee may reduce, alter, or increase the original sanction. An increase in sanction must be based on the student’s academic honesty history. Normally, sanctions will not be increased unless prior violations are discovered.

The Provost or his/her designee will make a decision regarding the disposition of the case. A written notification of the decision shall be sent to the student requesting the appeal within fifteen (15) business days of receipt of the student’s appeal letter. Notification will occur as an attachment to an email using the student’s KSC.keene.edu account and through Registered Mail. The decision of the Provost or his/her designee is final. No further appeals are possible.

C. In appeals of suspension or expulsion, the Provost or his/her designee will be solely responsible for the appeal process.

Appellate Review Outline

a. The student may provide a written statement and is not required to be at the appeals hearing. The student also has a right to meet with the Provost or his/her designee in order to clarify the grounds for the appeal.
b. Function of the Appeals Process: It is the goal of this review to determine that the appropriate procedures have been followed, that sufficient evidence exists to confirm a finding of responsibility and that the sanction issued is appropriate considering the violation and any prior student history. In addition, the Provost or his/her designee will review any new information to determine if it provides substantive evidence to change the outcome of the hearing.

c. Outcome: The decision of the Provost or his/her designee will be final and will be delivered in writing through the KSC email system and though registered mail, fifteen (15) business days from the receipt of the student’s appeal letter. The student will also be informed that the College has a policy limiting the amount of information that will be released from a student’s educational record. If a student receives a sanction of probation, suspension, or expulsion, the student’s parent or legal guardian will be notified, in the case of 'dependent' students (as determined by the information maintained in the Student Financial Services Office for students receiving any financial aid).

VIII. Records

A. Written Records

The written records of all actions, including academic misconduct sanctions that are forwarded from the Office of Academic Affairs, shall be kept in the student’s official file that is maintained by the Dean of Students Office. Student academic misconduct files are also maintained in the Office of the Provost. These confidential records cannot be removed through any method and may be accessed only by written request of the student, by campus officials who have a legitimate educational interest in accordance with FERPA, or through a court order. “Academic Misconduct Suspension” and “Academic Expulsion” are entered on a student’s academic transcript as well as in his/her official file.

IX. Interpretation and Revision

Upon the request of any member of the College community, the Provost or his/her designee shall constitute the Academic Integrity Review Committee for the purpose of interpreting policies. Requests for such a review shall be made in writing to the Provost or his/her designee. The review meeting shall be arranged as soon as possible, preferably within five (5) business days of the receipt of the letter. The interpretation of the Academic Integrity Review Committee shall be final. It will be delivered, in writing, to the Provost or his/her designee, as soon as possible, but within five (5) business days from the date of the review meeting.

The Academic Honesty Policy shall be reviewed every three (3) years starting in 2009, or more often. The Provost or his/her designee shall propose non-substantive changes as necessary. It is the responsibility of the Provost or his/her designee to ensure that adequate notice of any and all changes is given to the College community.

X. Conclusion

As indicated at the outset, the principle of academic integrity is so central to an academic institution that academic dishonesty is one of the most serious offenses in any college and it is one that Keene State College will not tolerate. Ignorance about what constitutes academic dishonesty or about the policy of the College will not be considered an acceptable defense, and to that end, efforts will be made to inform students of Keene State’s policy – through discussions at Orientation and in appropriate and through publication in appropriate places (the Catalog and Student Handbook, for instance). Any questions about the policy or the procedures may be addressed to the Provost.

Academic Honesty Violation Reporting Procedures Flowchart

1.) An alleged violation occurs

2.) Faculty member fills out form that includes the following:

   - Charge.
   - Evidence attached.
   - Recommended sanction offered after consulting sanction guidelines.

   (normally within one business day of discovering the violation)

3.) Faculty member meets with student

   - Form reviewed with student. Faculty member explains charges, evidence and sanctions.
   - Student signs original of the form. This does not indicate responsibility, only that the student has been informed of, and understands the process and charges.
• Faculty member explains the next step in the process is to meet with the Assistant Dean.
• Report is forwarded to Assistant Dean and a copy is provided to the Department Chair/Coordinator.

*(normally within 5 business days of filling out the form)*

4.) Assistant or Associate Dean and faculty member meet
• Discuss form, evidence and recommended sanction.

*(normally within 5 business days of receipt of form from faculty member)*

5.) Assistant or Associate Dean and student meet
• Review student history before meeting.
• Meet with student and review form (normally within 5 business days after meeting with faculty member).
• Student gives his/her account.
• Student states whether or not he/she takes responsibility for incident.
• Assistant or Associate Dean determines student responsibility (finding must normally be rendered within 5 business days of meeting with student).
• Assistant Dean explains the appeal process and future consequences of violating policy.
• Assistant or Associate Dean shares sanction with faculty member.

6.) Assistant or Associate Dean provides the student with a copy of the Assistant or Associate Dean’s Report
• All case records are filed in the Office of the Provost and the Dean of Students Office. *(normally, within 15 business days of final meeting with Student)*

7.) Student Determines if she/he wants to Appeal
• The Student has 5 business days from the receipt of the Assistant or Associate Dean’s Report to submit a written appeal to the Dean for outcomes less than suspension/expulsion, or to the Provost if case has resulted in suspension or expulsion. The letter must state the grounds and provide a rationale.
• The Dean or Provost will make final decisions on all cases. If a case involves suspension or expulsion, and if the timing is within the academic calendar parameters, the student may appeal to the Provost or his/her designee.
• The decision of the Provost or his/her designee in such appellate cases is final.
• All case records are filed in the Office of the Provost and the Dean of Students Office. Appellate outcomes are normally issued in writing to the student within 15 business days of the receipt of the student’s appeal letter.

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**Academic Leave of Absence**

Students may request an academic leave of absence from studies for compelling reasons such as military service, family emergencies, financial, or medical/health-related reasons. All leaves of absence must be requested through and approved by the Dean of Students. A more detailed policy can be found at http://www.keene.edu/administration/policy/.

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**Academic Probation and Suspension**

Each student is responsible for becoming aware of, and meeting, the standard established for academic performance at Keene State College. A cumulative grade point average (GPA) of 2.00 is required to be in good academic standing. Failure to achieve the specified, minimum scholarship standard will result in academic probation or possible academic suspension.

**Academic Probation.** Any matriculated student who has a cumulative GPA greater than or equal to 1.00 and less than 2.00 will be placed on academic probation for the ensuing semester. A student who fails to improve his or her cumulative GPA to a minimum of 2.00 at the conclusion of the first semester of probation will be continued one additional semester of probation. A student who fails to achieve the required cumulative GPA of 2.00 at the conclusion of the second successive semester on probation will be suspended. With the exception of an error by the College in assessing or recording academic performance, a student may not appeal for reinstatement.

**Academic Suspension.** A minimum grade point average of 1.00 is required of new students (freshmen, transfer) following their first semester and readmit students following their first semester of readmittance. Failure to meet this requirement will
result in automatic suspension. With the exception of an error by the College in assessing or recording academic performance, a student may not appeal for reinstatement.

A student who fails to achieve the required cumulative GPA of 2.00 at the conclusion of the second successive semester on probation will be suspended. With the exception of an error by the College in assessing or recording academic performance, a student may not appeal for reinstatement.

Academic suspension from Keene State College results in the loss of matriculated status for a minimum of one fall or spring semester immediately following the notice of suspension. Suspension excludes students from all nonacademic activities at Keene State College. However, academically-suspended students may enroll for a maximum of 8 credits during a fall or spring semester or during the summer school program (session 1 and 2 combined) through the Division of Continuing Education at Keene State College.

If completion of these courses causes the student's cumulative grade point average to meet or exceed the appropriate minimum scholarship standard, then the student may apply for readmission to the College for the semester following the mandatory semester of separation.

The criteria for readmission are specified in the Readmission Requirements policy statement in the Undergraduate Admission section of this catalog.

**Grade Appeal Process.** If a student believes that he or she has not been graded according to criteria contained in the course syllabus, or has been graded unfairly or inaccurately, the student should pursue the Grade Appeals process defined elsewhere in the Academic Policies section of this catalog. The student should inform the Office of the Registrar in writing that a grade appeal is in process, including the specific course(s) and grade(s) in question.

In cases where an error has been made by the College in assessing or recording academic performance (e.g., incorrect grade, calculation of GPA), the appropriate adjustments will be made to the student's official academic record. If warranted, a student's academic standing will be corrected and the academically suspended student will be reinstated.

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**Academic Standing**

All degree-seeking (matriculated) undergraduate students (full and part-time) have their academic standing assessed at the conclusion of each fall and spring semester. A matriculated student is required to maintain a cumulative grade point average (GPA) of 2.00 to be in good academic standing. Grades earned in summer sessions do not alter the academic standing of a student who has been academically suspended, however they may alter the status of a student on academic probation.

(Revised May, 2011)

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**Advanced Placement Exams**

A student may be granted advanced placement and/or credit by Keene State College by achieving a score of 3, 4, or 5 on an Advanced Placement Test administered by the Educational Testing Service (ETS).

A student who has completed one or more Advanced Placement courses should request the Educational Testing Service (ETS) to send an official Advanced Placement Examination Grade Report to Keene State College, typically as part of the application for admission process. The amount of credit granted for the examination is similar to the amount of credit associated with the Keene State College course that the examination replaces. A student may be required to complete the course substitution process to apply credit granted through Advanced Placement toward a specific requirement in a major.

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**Assessment of Non-College Learning**

Students whose independently acquired knowledge and/or skills are equivalent to those normally gained in an undergraduate college program may attempt to earn college credits through assessment of non-college learning. There are two options available: credits by examination and credits by portfolio assessment. The following criteria must be met:

The student is admitted to Keene State College. Credits do not duplicate credits from other sources which have been applied toward Keene State College degree requirements. Keene State College will accept up to 60 credit hours in a four-year program and up to 30 credit hours in a two-year program. Credits may be applied toward Integrative Studies Program.
requirements or elective credits, or may replace major requirements if approved by the faculty of the major discipline through the course substitution process.

**Credits by Examination.** Testing programs recognized by Keene State College include the following: the College Level Examination Program (CLEP), American College Testing Proficiency Examination Program (ACT/PEP), and formally approved discipline examinations. The student must score at or above the 50th percentile in order to be eligible for credit.

The CLEP General Examinations may be taken by any student who has not enrolled in or completed a college-level course in the discipline covered by the examination. Credits earned may be applied toward Integrative Studies Program requirements or open electives.

The CLEP Subject Examination may be taken by any student who has not enrolled in or completed an equivalent or more advanced course in the discipline covered by the examination.

The ACT/PEP examination may be taken by any student who has not enrolled in or completed an equivalent or more advanced course in the discipline covered by the examination.

Academic disciplines may offer opportunities for students to demonstrate competence through approved standardized examinations or faculty-designed assessment instruments. Such examinations must be approved by the faculty of the discipline and the appropriate dean. Disciplines that offer such examinations will provide students with a written policy regarding the administration of the assessment instruments, the standards of expected performance, the procedure for evaluation, and the process for awarding credit.

**Credits by Portfolio Assessment.** It is possible to seek credit for learning derived from work and life experience through documentation of acquired knowledge and/or skills.

The decision to award credits is made by the chair of the department associated with the credits being sought. The department chair reviews the completed portfolio and recommends to the Registrar the number of credits to be awarded in the assessed areas. A $50 per credit fee is charged per credit attempted. Further information on opportunities for assessment of non-college learning may be obtained in the Elliot Center.

(Revised May, 2011)

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**Athletic Eligibility**

Keene State College is a member of Division III of the National Collegiate Athletic Association (NCAA) and its regional affiliate, the Eastern Collegiate Athletic Conference (ECAC), and the Little East Conference (LEC). Student athletes must meet all the eligibility requirements of the NCAA in order to participate in intercollegiate athletics.

NCAA eligibility includes, but is not limited to, these requirements:

- must be a full-time student, enrolled in at least 12 credits per semester and matriculated into a 4-year degree granting program
- must be accepted through the regular admissions process of the College
- must be in good academic standing as determined by the institution (see Academic Standing)
- must have passed 24 credits applicable to a degree in the preceding two full-time semesters (summer sessions may be included) or must have passed an average of 12 credits applicable to a degree per full-time semester of attendance
- has 10 full-time semesters to complete four years of eligibility.
- Transfer students from two-year and four-year institutions must meet additional requirements. Contact the Athletic Department for more information.

At the beginning of each semester of competition, each participating student’s academic record is reviewed by the Registrar, the Director of Athletics, and the NCAA faculty representative. Eligibility must be certified before a student competes; eligibility interpretations are governed by the NCAA.

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**Attendance Policy**

This policy emphasizes the correlation between attendance and academic achievement.
A student is expected to attend all class meetings of courses in which he or she is enrolled. Any form of attendance used by an individual professor as a criterion for evaluation must be specified in the course syllabus and presented to students during the first week of classes.

A student who misses in excess of three weeks of classes prior to the eleventh week of the semester (for any reason whatsoever) must withdraw from the course. The student must follow the regular withdrawal procedure. The faculty member may waive this policy at his or her discretion, but if the faculty member wishes to enforce the policy, he/she will inform the student in writing, who then must initiate the withdrawal. A student so notified who fails to withdraw from the course will be given an F for the course.

An instructor must take attendance in a course at the first class session. At the beginning of the first class session, the instructor may "give away" the seat that has been reserved for any student who has failed to attend the first class without an excused absence. The student whose reserved seat has been reassigned must formally withdraw from the course.

A student expecting to be absent from a class meeting that is a scheduled date for tests, projects, papers, or similar assignments must contact the instructor before the absence (if possible) to arrange for making up work that will be missed.

Make-up procedures apply only to excused absences, including those arising from an emergency. Excused absences include: adverse weather conditions, illness, accident, death in the family, occurrences deemed proper by the instructor, and approved activities. Approved activities include: field trips, scheduled athletic events, off-campus use of academic resources, and authorized special projects.

Make-up procedures for excused absences are determined with the individual instructor; they carry no penalty to the student unless he/she fails to comply with the arrangements agreed upon. Instructors are not obliged to provide make-ups for unexcused absences.

Any student who feels that an instructor has incorrectly handled a request for an excused absence has the right to appeal that decision to the appropriate dean. The decision of the dean is final.

Religious Holidays. Students have the right to practice the religion of their choice. Each semester, students should submit to their instructors, by the end of the second week of classes, a written list of religious holidays whose observance will cause them to be absent from class. Students are expected to make up missed work. Faculty are expected to make reasonable attempts to accommodate students who are appropriately following this policy.

Auditing

Under the audit policy, potential students are encouraged to enroll in courses that provide an opportunity for them to assess their capacity to do college-level work for credit or that enable them to explore a discipline of interest.

Students may register to audit a course on a "space available" basis. Class participation is determined by the instructor; the student does not have to take examinations and does not receive credit for the course. The audit fee is fifty percent of the tuition fee for lecture courses. For studio, computer programming, laboratory/field studies, or skill courses, the fee is 100 percent of the tuition fee.

Students admitted as auditors may not change their registrations to "credit" after the second week of classes; students registered for credit may not change to "audit" after the second week of classes.

Awarding of Posthumous Degree

Undergraduate

A deceased student who did not complete all requirements for his/her degree at the time of death may be awarded a degree posthumously provided the following conditions are met:

1. The student should have been in academic and disciplinary good standing at the time of death
2. The student has earned a minimum of 90 credits (i.e., senior status)
3. The faculty of the deceased student's primary major approves the awarding of the degree upon recommendation of the school's dean after ascertaining that conditions 1 and 2 have been met.
Graduate

The policy is unchanged except that condition 2 will require a student to have completed 75% of the credits necessary to complete the degree the student was pursuing.

Procedure

Inquiries relative to the awarding of a posthumous degree (normally requested by deceased student’s family) should be referred to the dean of the student’s school.

The Registrar will confirm for the dean the student’s academic standing and earned credits. The Dean of Students will confirm for the dean the disciplinary standing.

The recommendation of the dean will be forwarded to the Provost for approval.

If approved, the Provost will request the Registrar to complete the transcription, graduation, and diploma procedures. The transcript will reflect that the degree was awarded posthumously.

If the student does not meet the criteria, or if the decision to award the degree is not approved, the Provost will have the option to award an In Memorium Degree.

An In Memorium Degree is a recognition provided to honor a deceased student’s progress to a degree for those students ineligible for a Posthumous Degree. The In Memorium degree is not included in the official count of degrees and is not reported nor recorded to the student’s academic record and transcript. The In Memorium degree may be awarded solely at the discretion of the Provost.

The Provost will be responsible for communicating the final determination to the family.

Catalog Policy

Each new edition of the Keene State College Undergraduate and Graduate Catalog becomes effective at the opening of the fall semester following its publication.

To earn a degree or simultaneous degrees, including components such as a second major, specialization, or a minor, a student must complete all graduation requirements specified in the Keene State College Undergraduate and Graduate Catalog for the same academic year. The catalog to be used to determine graduation requirements may be no older than the academic year of official admission. Any student who leaves the College and who is subsequently readmitted to a degree program will be required to meet graduation requirements in effect for the semester of readmission.

Typically, students follow graduation requirements for the catalog in effect at the time of first enrollment as a degree student at Keene State College. A student may choose to follow graduation requirements from any subsequent catalog while matriculated. A student electing to change from one academic program (e.g., major) to another may retain his or her original catalog year provided it is possible for the student to complete the graduation requirements. If that is not possible, a student must select a more recent catalog to determine graduation requirements.

Class Status

Class status is determined according to total credits earned and recorded on the student’s permanent academic record at Keene State College.

<table>
<thead>
<tr>
<th>Class Status</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 - 29</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30 - 59</td>
</tr>
<tr>
<td>Junior</td>
<td>60 - 89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 to completion</td>
</tr>
</tbody>
</table>
Commencement Honors

A graduating student who has earned at least 60 graded credits at Keene State College in a bachelor’s degree program, or at least 30 credits at Keene State College in an associate degree program, is eligible to graduate with academic honors.

Recognition of commencement honors at the commencement ceremony is based on the student’s cumulative grade point average as of the preceding December.

A student's permanent record (e.g., transcript and diploma) will reflect commencement honors based on the student's cumulative GPA upon completion of his or her degree program.

Honors in specific disciplines are awarded to those who complete the honors requirements of their respective academic discipline (3.20 minimum), and who have a cumulative GPA of 3.20 or higher.

A student with a cumulative GPA of 3.9 or higher will earn summa cum laude honors. A student with a cumulative GPA of 3.70-3.89 will earn magna cum laude honors. A student with a cumulative GPA of 3.50-3.69 will earn cum laude honors.

Commencement Policy

After the Registrar’s Office has received a student's completed Intent to Graduate Form, an administrator in that office will conduct an "academic audit" of the student's progress toward graduation and will notify the student of his or her anticipated time to completion.

Since the college has a single Commencement ceremony in May each year, students may participate in Commencement ceremonies if they meet both of the following conditions:

- They are in "good academic standing" (with a cumulative grade point average of 2.0 or higher) at the conclusion of Fall Semester.
- They will be within 16 credits of completing the requirements for their baccalaureate degree(s) at the conclusion of Spring Semester.

Appeals will be decided by the Assistant Dean(s) of the School(s) in which a student appellant has a declared major.

If a student is expected to meet graduation requirements in August or December of the next academic year, the Commencement program will note that fact.

Participation in Commencement does not constitute conferral of a degree. The requirements for a student’s degree must be completed before a degree is awarded and a diploma is issued.

Students may not participate in commencement more than once for the same degree.

(Revised December, 2013)

Course Numbering Policy

All courses carry four credits unless otherwise indicated. Prerequisites, if there are any, are listed at the end of each course description.

100/200-level courses are introductory and intermediate courses usually taken during the freshman and sophomore years.

300/400-level courses are upper division courses, usually taken by juniors and seniors.

500 and 600-level courses are graduate courses but are open to senior undergraduates with permission of the appropriate academic program chair or school dean.

All courses ending in the two digits "90" will be rotating special topics courses (that may be repeated by students for credit as topics vary).

All courses ending in the two digits "98" will be independent studies.

All courses ending in the two digits "99" will be experimental courses. Experimental courses are numbered as 199 (introductory), 399 (advanced), and 599 (graduate). They may be offered as variable credit (1-4 credits) with permission of the program's faculty and the appropriate school dean. Faculty may not offer the same experimental course more than twice. This
includes offering an experimental course more than twice with an alteration to the course title or offering the same course topic at a different course level. If a topic is to be regularly offered, then it needs to proceed through the curriculum process and become a course listed in the catalog. Department Chairs and the relevant Dean's Office shall enforce this policy.

No KSC experimental courses shall be offered (199, 399, etc.). In order to allow current necessary KSC courses to be offered until they may go through the curriculum process and enter the catalog, the policy of no KSC experimental course offerings shall go into effect in academic year 2019-2020.

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**Course Repetition**

Courses may be designated as repeatable by academic departments and programs. Departments and programs must state in course descriptions the maximum number of credits a student may receive or whether a student may receive unlimited credit. Departments and programs must also state whether the permission of the instructor is required. Prerequisites may be specified by departments and programs as topics change.

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**Course Retake Policy**

Students may retake a course once to improve a grade of CD or lower. Students may retake a course if the grade earned does not meet admission or progression requirements for a major. Both grades received in the course are entered on the transcript. The higher of the two grades will be used in calculating the grade point average. Credit will be given only once. If, after taking the course a second time, a student has not achieved the required grade, s/he should meet with his or her academic faculty advisor to discuss implications.

Courses transferred from accredited colleges or universities may also be used under the Course Retake Policy. For a course to be accepted, a grade of "C" or better must be attained. As is true for any course transferred into Keene State College, the grade is not entered on the transcript nor calculated as part of the grade point average. The original grade earned at Keene State College will no longer be factored into the grade point average, but it remains on the transcript.

Students taking advantage of the policy must register for the course, pay tuition, and complete a course retake form and, if necessary, a course substitution form.

Opportunities to use the Course Retake Policy end upon baccalaureate graduation. The Course Retake Policy does not apply to courses taken for graduate credit.

(Revised May, 2011)

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**Credit Transfer**

**Transfer of Credit**

To receive an undergraduate degree from Keene State, students must attain matriculated status before starting their final thirty credit hours of work toward a degree. The Provost and Vice President for Academic Affairs is responsible for determining the acceptability of all transfer credits.

Shortly after admission to the College, transfer students will receive an official transfer credit evaluation from the Academic and Career Advising Center. Students should bring this evaluation to any orientation program or when meeting with an academic advisor. Credits accepted in transfer may be allocated to the Integrative Studies Program requirements or electives. The faculty of each discipline will determine through course substitution which of the transferred courses will fulfill major or minor requirements. Please refer to the degree requirement section of the Catalog for major-specific information. Developmental or remedial coursework is not transferable.

Students should direct requests for the transfer of credits through the Academic and Career Advising Center in the following categories:

- Credits received at a regionally accredited institution of higher education, if completed with a grade of C or higher.
- Credits received at degree-granting institutions accredited by an association listed in the Directory of the Council of Post-secondary Accreditation, if completed with a grade of C or higher and if documented by the catalog and course descriptions.
• Credits received at international institutions recognized as approved exchange program institutions by the National and International Exchange Center (NIEC), if completed with the equivalent of a grade of C or higher. The list of approved exchange program institutions is available on the NIEC website or from the Center itself. If the academic institution that you attended does not issue documents in English, you must submit precise word-for-word translation of all your credentials.

• Credits recommended at the upper and lower division by the American Council on Education for an educational experience in the armed services. Up to 15 credit hours earned through approved DANTES Subject Standardized Tests (DSSTs) or certain other correspondence study courses may be accepted. Guidelines for the evaluation of military credit are available from the Elliot Center.

• Credits earned at the above institutions in courses graded by Pass/Fail or Credit/Non-Credit, if evidence is presented showing that the courses were completed with the appropriate level of academic achievement.

• Students who wish to transfer credits into a teacher certification option must apply through the chair of the Department of Education. Ordinarily, no more than four credits from another institution may be applied to satisfy program requirements due to the uniqueness of Education courses.

Credits earned at institutions that are non-accredited or are candidates for accreditation generally will not be accepted in transfer. However, students may petition to have these credits accepted. If possible, the student must provide a copy of the textbook(s), the course syllabus, and any other material as requested.

Policy Regarding Credit for Prior Learning for GI Bill Recipients (38 CFR 21.4253 (d)(3)) Keene State College maintains a written record of the previous education and training of GI Bill recipients and grants credit appropriately, with the training period (e.g., time to degree) shortened proportionately. All prior credit must be submitted to the College by the end of the second semester of enrollment, or certification of VA benefits will not be continued.

International Baccalaureate (IB) Credits and Diplomas

Keene State College will award 8 semester-credits for each Higher Level International Baccalaureate (IB) Examination passed with a score of 5, 6, or 7 and limits the total number of credits awarded for IB Exams to 24.

Keene State does not award credit for scores lower than 5, nor do we award credit for Subsidiary Level Examinations. IB Language Exams, if passed with a score of 6 or 7 will fulfill the Keene State College language proficiency requirement.

IB credits used to fulfill either Integrative Studies Program or core degree requirements are at the discretion of the College and individual departments.

Cumulative Grade Point Average (GPA)

The Cumulative Grade Point Average is determined (1) by multiplying the grade value (A=4, AB=3.5, B=3, BC=2.5, C=2, CD=1.5, D=1, F=0) for each course completed at Keene State College by the number of credits for the course to determine the quality grade points for each course; (2) adding all grade points earned; and (3) dividing this total by the total number of credits for all courses attempted.

The semester grade point average may be calculated in the same way using only the grades earned for the particular semester.

Credits earned in a Pass/No Pass course are used to determine total credits earned by the student toward graduation; however, the credits in such courses are not used in calculating grade point averages. While Pass/No Pass grades don’t impact GPA, a failure in a Pass/Fail situation does. Non-credit courses are not included in grade point averages.

(Revised May, 2011)

Dean’s List

A matriculated (degree-seeking) undergraduate student will receive Dean’s List recognition at the conclusion of a given semester if the student has completed a minimum of 12 graded (i.e., conferred grade points) credits and earned at least a 3.5 grade point average. Semester grade point averages are not "rounded" in the determination of eligibility for the Dean’s List, nor is eligibility for the Dean’s List determined retroactively (e.g., upon completion of an incomplete, etc.).

(Revised June, 2015)
Declaration of a Major

Students are expected to declare a major by the time they have earned 60 credits. Students must have officially declared their major (with signature of their faculty advisor on the Declaration of major form submitted to the Registrar’s Office) to take any course designated “majors only”. Some majors have entrance requirements and students are responsible for understanding and meeting those requirements in order to declare the major.

(Revised May, 2011)

Dual Major

Students pursuing a dual major complete one degree with a minimum of two majors. The student must complete all courses required by each major.

(Revised May, 2011)

Earning a Second Undergraduate Degree

Simultaneous Second Degree. The conferring of two bachelor’s degrees at the same commencement requires completion of a minimum of 144 credits, including fulfillment of requirements for both degree programs.

Consecutive Second Degree. A student who has completed one undergraduate degree may earn an additional undergraduate degree by completing the requirements for the second degree. If there has been a break in matriculated status, the student must apply through the regular admission process and complete a minimum of 24 credits beyond the first degree.

(Revised May, 2011)

Enrollment Status

Course Load. The maximum credit load for matriculated undergraduate students is 20 credits. Exceptions to this policy must be approved by the Office of Academic and Career Advising prior to registration for more than 20 credits. A student requesting an exception must do so in writing, including the number of credits to be attempted, specific courses, and rationale. Additional tuition will be charged for credit overloads.

Academic Year. Full- and part-time enrollment status for fall and spring semesters and summer session is determined according to the following table.

Undergraduate

<table>
<thead>
<tr>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>Full-time</td>
</tr>
<tr>
<td>9 - 11</td>
<td>3/4 time</td>
</tr>
<tr>
<td>6 - 8</td>
<td>Half-time</td>
</tr>
<tr>
<td>1 - 5</td>
<td>Less than half-time</td>
</tr>
</tbody>
</table>

Graduate

Graduate student enrollment status is described in the “Graduate Study in Education” section of the catalog.

(Revised May, 2011)
Family Educational Rights and Privacy Act (FERPA)

What is FERPA?

The Family Educational Rights and Privacy Act of 1974, (FERPA) as amended establishes requirements regarding the privacy of student records. FERPA governs:

- the release of educational records maintained by the College
- access to educational records

The College must notify students annually of their rights to:

- inspect and review their education records
- request to amend their education records
- limit disclosure of personally identifiable information contained in education records
- file a complaint with the Department of Education concerning an alleged failure by the College to comply with FERPA

Directory Information

The following is considered public “Directory Information” at Keene State College unless the student notifies the Registrar’s Office in writing (Privacy Hold Request form).

- Name
- Mailing, local, and campus addresses and telephone numbers
- KSC e-mail address
- Place & Date of birth
- Major(s)
- Dates of attendance
- Degree(s) and Awards conferred

Parental Access to Student’s Educational Record

When a student reaches the age of 18 or is attending a postsecondary institution, regardless of age, FERPA rights transfer from the parent to the student. Parents of Keene State College students may not receive non-directory information. However, parents of dependent (Internal Revenue Code) students may receive a copy of the student’s semester grade report by completing and submitting a Parental Grade Report form available at the Registrar’s Office. The Registrar’s Office keeps that consent on file and it remains in effect until the Office is notified, the student leaves the College or graduates from the College.

In general, you must not discuss the student with his or her parent and advise the parent that the student is responsible for providing appropriate information to the parent(s). Direct related questions to the Registrar’s Office.

FERPA Privacy Waiver Information Release Form – Students may designate up to three different individuals who can contact Keene State College on their behalf. Students, please complete this form online.

Student Records (Privacy) Policy

What is an Educational Record?

Any record, with certain exceptions, maintained by the College in any medium that is directly related to a student, or information from which an individual student can be personally identified is considered an education record. Examples include personal (non-Directory information), social security number, grades, and GPA and class rosters/semester schedules.

Violations of Confidentiality

Potential violations of confidentiality can be avoided if you DO NOT:

- use the Social Security Number or DID of a student in a public posting of grades
- link the name of a student with that student’s social security number or DID in any public manner
- leave graded tests or other graded papers in a stack for students to pick up by sorting through the papers of all students
circulate a printed class list with student name and social security number/DID or grades as an attendance roster
• discuss the progress of any student with anyone other than the student (including parents) without the consent of the student
• provide anyone with lists of students enrolled in your classes for any commercial purpose
• provide anyone with student schedules or assist anyone other than College employees in finding a student on campus

Keene State College provides secure web applications for students (Canvas and MyKSC) to view course specific information, semester grades and full academic record. Students should be routinely advised to use these tools to view personal information.

Notification of grades via e-mail is not recommended as there can be no guarantee of confidentiality.

Legitimate Educational Interest

In accordance with FERPA, a school official has a legitimate educational interest if the official requires access to an education record in order to fulfill his/her professional responsibility. This includes such purposes as:

• performing appropriate tasks that are specified in her/his position description or by a contract agreement
• performing a task related to a student’s education;
• performing a task related to the discipline of a student;
• providing services for the student or the student’s family, such as health care, counseling, job placement, or financial aid.

Legitimate educational interest does not convey inherent rights to any and all student information. The law discriminates between educational interest, and personal or private interest; determinations are made on a case-by-case basis. Educational interest does not constitute authority to disclose information to a third party without the student’s written permission.

The Media

FERPA does not allow the College to discuss a student’s educational record publicly - even if a lawsuit has made the information a matter of public record. The official spokesperson for the College is the Campus Spokesperson in the College and Media Relations Office.

Penalties for Violating FERPA Regulations

The Family Policy Compliance Office reviews and investigates complaints of violations of FERPA. If the Office finds that there has been a failure to comply with FERPA, it will notify the institution about the corrections that need to be made to bring the institution into compliance. The Office will establish a reasonable period of time for the institution to voluntarily accomplish the specified changes.

If the Secretary of Education finds, after this reasonable period of time that an institution has failed to comply with FERPA and determines that compliance cannot be secured by any means, he or she can, among other options direct that no federal funds under his or her administrative control (financial aid, education grants, etc.) be made available to that institution.

Updated: September 19, 2016 by Tom Richard, Registrar
Resource: The AACRAO 2012 FERPA Guide

Governance

The College Senate, the legislative body of the College, has jurisdiction over educational policy and programs. After appropriate administrative approval, the actions of the College Senate are subject to the approval of the University System of New Hampshire Board of Trustees.

Grade Appeals

If a student believes that he/she has not been graded according to criteria contained in the course syllabus, or has been graded unfairly or inaccurately, the student should first consult with the course instructor about the course requirements and
grading procedures. The protocol for having the grade further reviewed includes a written appeal to the department chair. If serious concerns continue, the student may petition the dean who conducts a review and renders a decision.

If the matter is not resolved at the dean's level, the student may appeal in writing to the Provost and Vice President for Academic Affairs. If the Provost and Vice President for Academic Affairs determines that the matter cannot be otherwise resolved, he or she has the option of removing any record of the student's registration in the course from his or her transcript without penalty to the student.

(Revised May, 2011)

**Grading System**

Grades at Keene State College are recorded as A (4.0), AB (3.5), B (3.0), BC (2.5), C (2.0), CD (1.5), D (1.0), and F (0.0).

Some courses are graded Pass/Fail (P/F) or Pass/No Pass.

Withdrawal: a grade of "W" is recorded on the permanent record (transcript) for any course which a student withdraws from after the Schedule Adjustment period. A "W" grade does not affect the student's grade point average (see 'Schedule Adjustment and Course Withdrawal' policy).

An Incomplete ("I") may be given when there have been extenuating circumstances or illness. An "I" is not calculated into a student's quality point average, but becomes an "XF" if the course requirements are not completed by the end of the seventh week of the following semester, or, for students granted an academic leave of absence, by the end of the seventh week of the semester following the leave. The "XF" grade is calculated as an "F" in the student's cumulative G.P.A.

Audit: A grade of ("AU") will be listed for Audited courses. (see 'Auditing' policy)

An ("IX") No Grade Submitted, is assigned when a grade has not been submitted by the instructor within the appropriate time for grading. The "IX" will become a "W" if the course has not been graded by the end of the seventh week of the following spring or fall semester. Exceptions to the above stated procedure require approval of the appropriate dean.

The grade In Progress ("IP") is given only for courses requiring more than one semester to complete. The deans submit to the Registrar a list of courses in their divisions for which an "IP" grade is appropriate. Any course for which an "IP" is awarded must be completed within one semester after the "IP" is given, at which time the "IP" will change to an "XF" if the work is not finished. Exceptions to the above stated procedure require approval of the appropriate dean.

Students who wish to change from credit-to-audit, audit-to-credit, or undergraduate-to-graduate status in a course must do so during the first two weeks of the semester.

(Revised 12/6/2017)

**Graduation Requirements**

1. A student must be formally admitted to a degree program before beginning the final 30 credits of a degree. Students intending to participate in the May commencement ceremony (including August and December graduates) must submit the Intent to Graduate Form to the Registrar's Office by May 1.

2. To earn a degree, a student must complete at least 30 credits and no less than 25% of major requirements at Keene State College. Credits taken through the Global Education Office and the New Hampshire Consortium will be considered credits earned at Keene State College. Note: Refer to the Transfer of Credit policy in the current Keene State College catalog.

3. All students entering in Fall 2012 or later will be required to complete 40 credits of coursework at the 300-level or higher.

4. A student must satisfactorily complete the prescribed requirements of the curriculum in which s/he is enrolled and must present a cumulative grade point average of 2.0 or higher.

5. A student must be in good financial standing to receive an official transcript or diploma.

The Associate Provost must approve exceptions to graduation requirements.

(Revised May, 2014)
KSC Global Academic Course/Program Suspension Policy

Progress Reports

Progress Reports, or a suitable grade report, allow a student to have access to his/her grade. Though not required, faculty can issue mid-semester progress reports to students in 100- and 200-level courses. Faculty are encouraged to provide a progress report when students request one.

(May, 2011)

Schedule Adjustment and Course Withdrawal

Adding a Course

Students may add a course (without fee if the total credits is 20 or fewer credits) beginning with the first day of the semester through the completion of classes on the seventh calendar day of the semester. Any course added during the one-week period requires the signature of the instructor or department chair on a Schedule Adjustment form. The signed form must be submitted to the Registrar’s office prior to the end of the period.

In the case of a course scheduled to begin on a date other than the beginning of a semester, a student has the option of adding the course (without fee if the total credits is 20 or fewer credits) any time from the start of the semester through the seventh calendar day after the course start date. The instructor or department chair’s signature is required on a Schedule Adjustment form. The signed form must be submitted to the Registrar’s office prior to the end of the seventh calendar day after the course start date.

Late Course Addition

Normally, courses are not added more than seven calendar days after the beginning of the course. Any course addition occurring more than seven calendar days after the beginning of the course requires the instructor’s signature on a Schedule Adjustment form and payment of a fee. The signed form must be submitted to the Registrar’s office. In the case of Independent Studies, the Schedule Adjustment form must be submitted during the first week of classes to avoid a late addition fee. The Special Permission form may follow later once all parties have signed off.

Dropping a Course

Once students register for a course, they are responsible for dropping any course they decide not to attend or are required by policy to drop.

Students may drop a course (without fee) at any point prior to the first day of the semester through the completion of classes on the seventh calendar day of the semester. Students may drop a course by listing the course on a Schedule Adjustment form and submitting the form to the Registrar’s office or dropping the course electronically using their MyKSC account. Any course dropped during this time period will not be recorded on a student’s permanent academic record.

Students may drop a course (without fee) scheduled to begin on a date other than the beginning of a semester at any point prior to the first day of the semester through the seventh calendar day after the course start date using the procedure specified in the preceding paragraph. Courses dropped during this time period will not be recorded on a student’s permanent academic record.

Withdrawing from a Course

Students have the option of withdrawing from a course (without fee) from the end of the schedule adjustment period through the end of the 11th week of classes in a semester. In order to understand the full impact of withdrawing from the course, students should communicate with the course instructor concerning their academic progress in the course, their academic advisor(s) or the Office of Academic and Career Advising and possibly Student Financial Services.

Prior to the end of the course withdrawal period students may drop a course by listing the course on a Schedule Adjustment form and submitting the form to the Registrar’s office or dropping the course electronically using their MyKSC account. A “W” will be recorded on the student’s permanent record. The “W” will not affect the student’s grade point average.
After the 11th week, students will receive a letter grade for the course as assigned by the course instructor. This grade will be recorded on the student’s official academic record and, depending on the grade, will be included in the student’s grade point average. The default grade for a student who has registered for a course that he or she did not attend will be a “W”.

Students requesting a change of grade in a course they believe they have dropped or withdrawn from must initiate the request for change within one calendar year of the conclusion of the semester in question. Course schedule adjustment and withdrawal regulations and timelines for sessions other than the traditional fall and spring semesters (e.g., summer sessions and quarter terms) are published in the Keene State College Academic Calendar or the appropriate bulletins pertaining to those sessions.

(Revised April, 2012)

Student Records

Pursuant to the passage of the Family Educational Rights and Privacy Act of 1974 20 U.S.C. 1232g (the "Buckley Amendment") and subsequent amendments and clarifications by the U.S. Senate Joint Resolution No. 40, the Board of Trustees of the University System of New Hampshire adopted a policy which assures a student access to education records which pertain to matriculation within Keene State College.

Please note that as of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades, or other private information - may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

In general, the law provides that:

a. Student records are confidential, with the exception of predetermined public directory information.

Privacy Hold Policy. Directory information, either published or in dealing with routine inquiries, is defined by Keene State College as the following:

- Name
- Mailing address
- Mailing telephone
- Local/campus address
- Local/campus telephone
- E-mail address (KSC)
- Date/Place of birth
- Major(s)
- Dates of attendance
- Degree(s) and awards received

All other information contained in official student education records is available only to those persons within the College who have a legitimate need for it, and to all others, only with the expressed consent (i.e., signature) of the student.

The following options are available to students:

Choice 1: All address and telephone information will be held from printed or electronic directories. The student’s presence at Keene State College will be acknowledged in response to routine inquiries, and name, date of birth, major, degrees, and
awards received will be published such as Dean’s List, Commencement program, and announcements. Students will be eligible to receive a College e-mail account.

Choice 2: All directory information will be held in confidence, which means the student’s presence at Keene State College will not be acknowledged in response to routine inquiries. No directory information will be listed in print or electronic media, and the student’s name will not be published in Dean’s List announcements, honors, recognitions, Commencement program, or newspaper listings. In addition, federal law prohibits our response to inquiries by employers or prospective employers. The student will not be able to receive a College e-mail account.

Students are advised to seek advice and counseling from the Registrar before choosing this option, as it is very restrictive.

Once a student places a privacy hold of either type upon his/her record, it shall remain in place until the Registrar’s Office is notified in writing, signed by the student, to change or remove the hold. This applies even if the student separates him/herself from the institution.

b. Students shall have access to their official education records with the exception of financial aid records submitted by parents, confidential references submitted prior to January 1, 1975, and medical, psychiatric, and counseling records used only in connection with providing treatment to the student. A student may have a doctor or other professional examine and explain medical, psychiatric, and counseling records, and may, at the discretion of the Coordinator of Health Service, obtain at his/her own expense, copies of his/her medical (exclusive of psychiatric and counseling) records.

c. Students shall have the right to know information contained in their education record and to have a hearing to determine the appropriateness of such information remaining in the record. The following offices maintain educational records on all students enrolled at the College:

Student Accounts Office – Elliot Center
Registrar’s Office – Elliot Center
Dean of Students’ Office – Elliot Center

The following offices maintain education records for some of the students enrolled at the College:

Academic and Career Advising – Elliot Center
Office of Intercollegiate Athletics – Spaulding Gymnasium
Arts and Humanities – Parker Hall
Professional and Graduate Studies – Rhodes Hall
Sciences and Social Sciences – Science Center
Center for Health and Wellness – Elliot Center
Residential Life Office – 29 Butler Court
Student Financial Services Office – Elliot Center
Student Loans Office – Elliot Center
Teacher Education and Graduate Studies Office – Rhodes Hall

For more information concerning the Buckley Amendment or for assistance in locating individuals or offices maintaining a student’s educational record, contact the Office of the Vice President for Student Affairs, Lloyd P. Young Student Center.

(Revised June, 2012)

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Students' Responsibility

Students are responsible for being aware of and abiding by all College academic policies outlined in this catalog and in the Student Handbook. These include such things as Attendance Policy, Athletic Eligibility, Auditing, Schedule Adjustment/Withdrawal Policy, Course Retake Policy, Contract Course Work, Declaration of Major Policy, Grading System, Academic Standing, Academic Probation and Suspension, and Graduation Requirements. The College communicates with students through MyKSC. All students are responsible for checking MyKSC for essential College communication.

Students must meet certain academic requirements before the College grants a degree. These requirements govern curricula and courses, majors and minors, and campus residence. Advisors, directors, and deans will help a student meet these requirements, but the student is responsible for fulfilling them. At the end of the student’s course of study, the faculty and the Board of Trustees vote on conferring the degree. A student may graduate only upon fulfillment of all requirements for a degree.

(Revised May, 2011)
Transcript (Academic Record)

A transcript is a record of all credit courses a student has registered for, and is updated upon completion of any given semester. Current students may access unofficial transcript information via their MyKSC account.

A student requesting a change to his or her academic transcript in an area that, under current policy and procedure, is the student’s responsibility, must initiate the change within one calendar year of the conclusion of the semester in question. This limitation does not apply in an area recognized as the responsibility of Keene State College.

(Revised May, 2011)

Withdrawal from College

Students wishing to withdraw from the College must notify the Dean of Students.

Not registering for a subsequent term of enrollment does not retain active student status and may result in an administrative withdrawal from the College. Students leaving the College during the course of a semester without officially withdrawing are held responsible for their registration for that semester resulting in failure in all courses and consequent suspension or dismissal action, as well as loss of any refund privileges.

Admissions Policies

Applying to college can be overwhelming and we want to make the process easier for you. Whether you’re a freshman, transfer, veteran or international student, you are assigned an admissions counselor to answer your questions and help you along the way.

Now is the best time to apply to Keene State! The sooner we receive your application and all supporting documents, the sooner you’ll get a decision, which allows you to narrow down your college choices and begin the financial aid process earlier.

- Freshman and Transfer students can apply online using either the Keene State Application¹ or the Common Application²
- Transfer students currently enrolled at a NH community college apply using NHTransfer³

¹ https://kscportal.force.com/
² http://www.commonapp.org/
³ https://www.nhtransfer.org/

Applying for Admission

First-Year or High School Applicants

- Complete and submit either the Keene State Application¹ or the Common Application²
- Submit the $50 application fee with your application
- Submit your official high school transcripts
- Submit results of ACT or SAT. Our SAT code is 3472. Our ACT code is 2510.
- Complete the FAFSA³ and ask that your ISIR be shared with KSC. Our FAFSA number is 002590
- Letter of recommendation encouraged but not required.
- Residency Statement – New Hampshire residents that have been offered admission to KSC will be required to submit a notarized residency statement after May 1.

¹ https://kscportal.force.com/
² http://www.commonapp.org/
³ https://fafsa.ed.gov/
Home-Schooled Applicants

- Complete and submit either the Keene State Application¹ or the Common Application²
- Submit the $50 application fee with your application
- Documentation of completion of high school studies in the form of a final transcript, High School Equivalency Test (HSE), General Equivalency Diploma (GED) or certificate of completion from a local school district or state board of education. If your program does not provide a diploma, please call the KSC Admissions office.
- Submit results of SAT or ACT. Our SAT code is 3472. Our ACT code is 2510.
- Complete the FAFSA³ and ask that your ISIR be shared with KSC. Our FAFSA number is 002590

¹ https://kscportal.force.com/
² http://www.commonapp.org/
³ https://fafsa.ed.gov/

Transfer Students

- Complete and submit the Transfer Application¹
- Students currently enrolled at one of the seven NH community colleges complete and submit the Transfer Connections Application²
- Submit official final high school transcript
- Submit all official college transcripts
- Submit Confidential Recommendation Form¹
- Complete the FAFSA⁴ and ask that your ISIR be shared with KSC. Our FAFSA number is 002590
- Review information regarding transfer of credit at keene.edu⁵

¹ https://www.keene.edu/admissions/assets/documents/transfer-application/download/
³ https://fafsa.ed.gov/
⁴ https://www.keene.edu/admissions/transfer/
⁵ https://www.keene.edu/admissions/veterans/

Veterans

- If you are a first-time Freshman, complete and submit either the Keene State Application¹ or the Common Application²
- If you are a transfer student, complete and submit the Transfer Application³
- Submit official final high school transcript
- If you are transferring to KSC, submit all official college transcripts and the Confidential Recommendation Form⁴
- Complete the FAFSA⁵ and ask that your ISIR be shared with KSC. Our FAFSA number is 002590
- Review information regarding Veterans Education Benefits⁶

¹ https://kscportal.force.com/
² http://www.commonapp.org/
³ https://www.keene.edu/admissions/assets/documents/transfer-application/download/
⁴ https://www.keene.edu/admissions/assets/documents/transfer-recommendation/download/
⁵ https://fafsa.ed.gov/
⁶ https://www.keene.edu/admissions/veterans/

International Students

Keene State College welcomes well-qualified students from outside of the United States. Students from more than 20 countries are currently enrolled, helping enrich the educational opportunities of all.

Most international students enter Keene State with some academic credit from their home institutions. Transfer credit - including final years of secondary schooling - may be granted after a determination of the type of institution involved in its recognition by the educational authorities in the home country, and an evaluation of the content, level, and comparability of the study of courses and programs at Keene State.

A complete application for an international student requires the following:

- A completed application using the common application
• Official copies of secondary and postsecondary academic records with official English translations, when necessary, including:
  - Transcripts/marks sheets/grade reports of all course works completed with grades or marks for each course indicated
  - A course-by-course evaluation of international educational credentials completed by a member of the National Association of Credential Evaluation Services, Inc. A list is available from the Office of National and International Exchange, 603-258-2348.
• International students living in the United States for two or more years attending high school must take the SAT.
• For students whose primary language of instruction is not English: Demonstrated proof of language proficiency can either be established by on-campus interviews, or successful completion of the Test of English as a Foreign Language (TOEFL) with total scores of 550 or above on the paper based or 213 on the computer-based test or 80 (internet version) for undergraduates. TOEFL information is available at American embassies and consulates, offices of the U.S. International Communications agency, U.S. education commissions, foundations, and binational centers, or by writing to TOEFL, Box 899, Princeton, NJ 08541. Keene State also accepts the IELTS International English Language Testing System English Language proficiency examination in lieu of TOEFL; the minimum acceptable proficiency grade is 6.5. IELTS scores must be sent directly from the testing agency.
• Documentation of financial support. Applicants must complete the Certification of Finances¹ as well as submit a certified bank statement that funds are available. The demonstrated level of support, not only covers tuition, room and board, but also for living expenses (pocket money, books, etc.), is necessary.

¹ https://www.keene.edu/admissions/assets/documents/finances/download/

Readmission Requirements

Matriculated students who have voluntarily withdrawn from the College, or have been separated from the College due to academic or disciplinary suspension, must apply for readmission. Students on an official leave of absence do not need to request readmission.

Students seeking readmission will be subject to the catalog requirements and academic standards for the academic year they are readmitted to the College. The Admissions Office will provide advisement for students on the correct procedures for readmission.

Criteria for Readmission

Admissions will consider academic, financial, and personal criteria prior to granting or denying readmission. Students who left the College in good personal and academic standing, and have not jeopardized their status during their absence, should not experience difficulty in being readmitted.

For students attempting to return after academic suspension, the following minimum criteria form the basis for a decision on readmission but do not imply that readmission is automatic:

- Have completed at least two courses with a minimum grade of C in each course and a minimum cumulative average of 2.0 in liberal arts courses since separation.
- Have no outstanding financial obligation to the College at the time of application for readmission.
- Be able to provide evidence of personal responsibility as a student at Keene State College and the community at large.
- If under a 2.0, the student must provide an academic plan for success as part of the readmission process.

Two academic options - the New Start Program and the Continuation Program - are available to students who seek readmission.

New Start Program

After a break of at least one full academic semester, a student who is not in good academic standing may seek readmission to the College under the New Start Program. Only students with a cumulative grade point average of below 2.0 are eligible for New Start. Students readmitted under the New Start Program essentially discard their previous cumulative averages. All courses and grades will be retained on the permanent transcript, but records will carry forward only credits, not grades, from previous course work that received a grade of C or better.

No minimum grade point average is required for readmission under the New Start Program. Grades earned at Keene State College prior to matriculation are not included in the computation of the student’s cumulative grade point average. Once readmitted, a student must achieve the minimum grade point average appropriate to his or her current standing.

A student may elect the New Start Program only one time and must do so at the time of application for readmission.
A nonmatriculated, continuing education student who has completed course work at Keene State College may elect to be admitted under the New Start Program.

**Continuation Program**

Students readmitted under the Continuation Program begin where they left off in terms of cumulative averages earned during previous academic work at Keene State.

In an effort to raise their cumulative averages, students may elect to use the “forgiveness policy,” which allows them to repeat courses once in which grades of C/D or less were received. Only the last grade received will be used in calculating the cumulative average. If a student repeats courses at another college or university, that institution must be regionally accredited, and the student must earn a grade of C or higher in the course(s) to be transferred. Keene State College will accept only the credit earned, not the grade. The original grade earned at Keene State will remain on the permanent transcript, but will not be included in the calculation of the cumulative grade point average. The student is responsible for reviewing, in advance, the content of any course to be repeated at another institution to determine whether the course is acceptable as equal under the forgiveness policy. The appropriate discipline coordinator should be consulted to assist in the determination of course equivalency.

**New England Regional Student Program**

Keene State College participates in a regional cooperative program, administered by the New England Board of Higher Education, which permits qualified, matriculated New England residents to study with reduced tuition and admission privileges in certain programs at other state colleges and universities.

This program expands higher education opportunities for New Englanders by making available to all residents on an equal basis majors or courses not commonly offered at every institution, thus reducing duplication of programs and utilizing more efficiently the higher education facilities for each state.

New England Regional entering matriculated students may request participation in or be identified as an eligible participant in NERSP at the time of matriculation to the College. An “Intent to Participate” form is available in the Admissions Office and will be mailed to eligible students. In addition, the student must submit a “Declaration of Major” form identifying one of the Keene State College eligible programs during the first six weeks of school. These forms are available at Academic and Career Advising.

<table>
<thead>
<tr>
<th>Bachelors Degree Programs</th>
<th>Available to Residents of</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. American Studies</td>
<td>RI, VT</td>
</tr>
<tr>
<td>B.A. Holocaust and Genocide Studies</td>
<td>CT, MA, ME, RI, VT</td>
</tr>
<tr>
<td>B.S. Sustainable Product Design and Innovation</td>
<td>CT, MA, ME, RI , VT</td>
</tr>
</tbody>
</table>

Information about this program may be obtained from the Admissions or Academic and Career Advising Offices, high school guidance counselors, or New England Board of Higher Education
45 Temple Place, Boston, MA 02111
617-357-9620

**Art Applicants**

Starting in the Academic Year 2017-18 students are no longer required to submit a portfolio to be admitted into the Bachelor of Arts program in Studio Art or Graphic Design.

There are portfolio reviews for admittance into the Bachelor of Fine Arts degree in the sophomore year for Graphic Design and in the junior year for Studio Art. Students who wish to pursue in the B.F.A. in Art & Design must participate in both the Graphic Design and Studio Art portfolio reviews.
Music Applicants

Music candidates: If you are interested in the Bachelor of Music degree in either performance or music education or the Bachelor of Arts degree with any of the music specializations, or if you are interested in a minor in music, admission is a two-step process.

- Complete either the Keene State Application¹ or the Common Application²
- Arrange for an audition. For more information or to schedule an audition, please contact the Music Department at 603-358-2177 or e-mail music@keene.edu.

Admission to the music program does not guarantee admission to the College, and, conversely, non-admission to the music program does not mean that you cannot be admitted to the College.

¹ https://kscportal.force.com/
² http://www.commonapp.org/

Deferrals and Reactivation

Admitted students who would like to postpone enrollment at KSC for a semester or a year can request to defer or reactivate their application.

Deferrals are granted for either of two reasons:

- Medical
- Significant service commitment (Military, AmeriCorps, Peace Corps, etc.)

All deferrals are subject to approval, and will require supporting documentation. Enrollment Services Fees and Housing Deposits can be carried forward and applied the following semester or year.

Requests for deferrals must be put in writing and sent via e-mail to kscadmissions@keene.edu

Reactivation: Applicants who applied for admission to KSC during the past year but DID NOT enroll and are not eligible for deferral as outlined above may request reactivation. Reactivation applicants are not guaranteed admission. Previously paid Enrollment Services Fees and Housing Deposits are forfeited.

Students must complete the Reactivation Application form.¹

¹ https://www.keene.edu/admissions/assets/documents/reactivation/download/

Tuition and Fees

Overview

Tuition and fee rates are approved by the University System of New Hampshire Board of Trustees and are subject to change at any time.

<table>
<thead>
<tr>
<th>2018-19 Charges</th>
<th>Resident of NH</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (full-time)</td>
<td>$11,468</td>
<td>$20,432</td>
</tr>
<tr>
<td>Room (multiple)</td>
<td>$7,358</td>
<td>$7,358</td>
</tr>
<tr>
<td>Board (platinum plan)</td>
<td>$3,650</td>
<td>$3,650</td>
</tr>
<tr>
<td>Mandatory Fees</td>
<td>$2,744</td>
<td>$2,744</td>
</tr>
<tr>
<td>Total</td>
<td>$25,220</td>
<td>$34,184</td>
</tr>
</tbody>
</table>

Students will also spend an average of $900 for books and supplies and will need to budget for personal and travel expenses during the academic year.
Refunds & Cost Adjustments

- Student Accounts evaluates and refunds credit balances on a regular basis. Refund checks are typically available 7–10 business days after a credit balance is created.
- Students should not plan on using their refund check to pay for rent for an off-campus residence. We cannot guarantee that a refund check will be ready by a student's rent deadline.
- When a refund check is ready for pick up, notification will be sent to the KSC email account.
- If the student is participating in a semester or year-long payment plan and has also been awarded financial aid, our office will be unable to refund any credit balance until the student's payment plan has been fully paid.
- If a student's financial aid exceeds the balance due on the payment plan, it is the student's responsibility to contact the payment plan servicer and reduce the plan amount if they choose.

Please Note:

- Single semester loans will have two disbursements; please plan accordingly.
- Some financial aid programs may not be disbursed until well into the semester, especially for first-time KSC students; please plan accordingly.
- Credit balances cannot be held from one academic year to another. All outstanding credit balances will be refunded to a student in the form of a check.
- Regardless of who remitted the payment to the student account, the refund will be made payable to the student, except for credit balances produced by a PLUS loan.

Cost Adjustments

Students who change their course load or withdraw from the College:

- Before the first day of the semester will have their costs adjusted with the exception of non-refundable deposits.
- After the first day of the semester will have their costs adjusted, with the exception of mandatory fees, based on the College's Policy (below). There is no adjustment of Mandatory Fees after the semester begins.

Please Note:

- Course load definition: 12–20 credits is full-time; 11 credits or less is part-time.
- Cost adjustments may or may not result in a refund.
- Financial aid recipients, including Federal Direct Student and/or Parent PLUS loans, are subject to federally mandated guidelines that must be applied before any money is returned.

A student who withdraws from the College or changes her or his course load will have their Tuition, Room, and Board (meal plan) costs adjusted as follows:

Fall/Spring Semester

- 75% within 7 calendar days of the first day of the semester.
- 50% within 8–30 calendar days after the first day of the semester.
- No adjustment beyond 30 days after the beginning of the semester.

Summer Semester

- 75% within 3 calendar days of the first class.
- 50% within 4–14 calendar days of the first class.
- No adjustment beyond 14 days after the beginning of the semester.

Important:

- Students who are studying away under the auspices of KSC's Global Education Office's off-campus programs should refer to the acceptance letter or program materials for specific withdrawal and cost adjustment policies regarding their program.
- Students who are suspended or dismissed for disciplinary reasons forfeit their right to any cost adjustments.
## Miscellaneous Fees

Each student is responsible for timely payment of all outstanding charges on his or her account. Failure to remit payment in full by the published deadline may result in late payment fees, account holds, and deregistration from classes. Payment of the bill is solely the responsibility of the student regardless of who remits the actual funds.

*Note: Effective 8/27/18, the late add/withdrawal and late registration fee are suspended until further notice.*

### 2018-19 Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Hall Damage Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>Enrollment Services Fee</td>
<td>$325</td>
</tr>
<tr>
<td>Orientation Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$50 to 150</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Late Add Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Applied Music Fees (1 credit)</td>
<td>$160</td>
</tr>
<tr>
<td>Applied Music Fees (2-4 credits)</td>
<td>$280</td>
</tr>
<tr>
<td>Parking Fees</td>
<td>$30 to 250</td>
</tr>
<tr>
<td>Parking Tickets</td>
<td>$10 to 250</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Teacher Education Program Fee</td>
<td>$130</td>
</tr>
<tr>
<td>Student ID Replacement</td>
<td>$25</td>
</tr>
<tr>
<td>Returned Check Service Charge</td>
<td>$20</td>
</tr>
<tr>
<td>Transcript Charge</td>
<td>$6</td>
</tr>
</tbody>
</table>

You may or may not incur the following fees, depending on choices you make, including living on campus, eating in the dining hall, parking on campus, and other options:

- **Application Fees.** Charged to all students who are seeking admission to the college and/or special programs offered on-campus, such as the Graduate Program or the Teacher Education Certification Program.

- **Enrollment Services Fee.** A one-time fee charged to first-time, readmitted, graduate, and certificate students. This fee covers administrative and technical costs for new students. No student can be enrolled until the fee is paid.

- **Orientation Fee.** A one-time fee charged to all new students. This fee covers the administrative and technical costs for the mandatory orientation program. It also covers up to two parents'/guardians’ attendance at the orientation program.

- **Room Damage Deposit.** Charged to all students living in on-campus housing to cover the cost of damage that may result. The unused portion of the deposit will be refunded only after the student moves out of the residence halls.

- **Late Payment Fee.** Charged to students each semester based on the outstanding balance due after the payment deadline.

- **Late Add/Withdrawal.** Charged to students who do not complete the add/withdrawal process within the published timelines.

- **Applied Music Fee.** Charged to students enrolled in specific classes that offer one-on-one instruction. This fee is in addition to any tuition paid for credit hours.
Parking Fees. Charged to students who register a car and receive a permit to park in an on-campus lot.

Returned Check Fee. Charged to all persons who issue a check that, for any reason, is returned from the bank unpaid.

Transcript Charge. Charged to students requesting copies of their official transcript.

Student Conduct

The Student Handbook is the official statement of rules and regulations. All items contained in this document are in effect at the date of publication. All rules, regulations, and policies of Keene State College are subject to change through the appropriate departments, divisions, offices, and legislative bodies empowered by the constituencies, the President of Keene State College, and the Board of Trustees of the University System of New Hampshire. Any change in the items contained in the Student Handbook will be published in the appropriate campus media.

All students are responsible for acquainting themselves with the contents of the Student Handbook. If questions arise, do not hesitate to call the Dean of Students Office for clarification or assistance (358-2842).

The student Code of Conduct, which is contained within the Student Handbook, can be found here: http://www.keene.edu/administration/policy/detail/handbook/code/

Facilities

Keene State College academic facilities are located in fourteen buildings on campus, along with associated athletic playing fields. In addition, the Continuing Education program has OSHA related facilities located in Manchester, NH.

There are approximately 80 general purpose classrooms on campus (general classrooms, lecture halls, seminar and conference rooms). Almost all of these classrooms have appropriate academic technology such as instructor computers, data projectors, internet access etc. All campus facilities meet Americans with Disabilities standards.

In addition, there are over 60 specialized spaces such as science labs, art, music, film and theatre studios, computer classrooms, nursing and health science labs, and athletic facilities. Most of these facilities meet the standards required by various accrediting bodies.

Veterans Services Information

The Student Accounts Office Veteran’s Certifying Official assists students in receiving their VA educational assistance entitlement. Enrollment certifications are completed by this office and reported to the appropriate VA regional office (Buffalo, NY). You may contact the Certifying Official Robyn Lucious (rlucius@keene.edu) if you have any questions.

Applying for Educational Benefits or Changes in Enrollment Status

For information on how to apply for educational benefits, or changes in enrollment status, please contact the Veteran’s Certifying Official at (603) 358-2886 or stop by the Student Accounts Office. You may check the status of your benefits by visiting the VA Educational Benefits Home Page, or calling the automated phone system at 1-888-GIBILL1. This allows you to check your status with the VA, 24 hours/day.

USNH policy addresses Section 702 of the Veterans Access, Choice and Accountability Act of 2014 (“Choice Act”) regarding military residency requirements in Board of Trustees Financial Policies, subsection E, Classification of Students for Tuition Purposes (Residency Rules):

(10.1) A member of the Armed Forces of the United States stationed in this state under military orders shall be entitled to classification for himself/herself, spouse and dependent children as in-state for tuition purposes so long as the member remains on active duty in this state pursuant to such orders.

(10.2) Individuals receiving educational assistance under 38 U.S.C. § 3001 et seq. or 38 U.S.C. § 3301 et seq., including children or spouses of active service members or veterans eligible for educational assistance under 38 U.S.C. § 3311(b)(9) or 38 U.S.C. § 3319, shall be eligible for the in-state rate while living in this state.

Please be aware that we are required by law to notify the VA whenever a change in enrollment affects your enrollment status. This will most likely affect your VA payments.
Instructions for Receiving Educational Benefits

First-time veteran students should:

1. Complete VA Form 22-1990 (application for educational benefits). This should be done at the earliest possible time after you have been accepted to Keene State College. It may take 6 to 8 weeks for your claim to be processed, so file as early as possible. If you have already applied for the benefits, please provide a copy of your Certificate of Eligibility, issued by the VA, to the Veteran’s Certifying Official.

2. Provide a copy of your separation papers, DD214 (active duty) or an original "Notice of Basic Eligibility" from your reserve unit (reservists), or, if you have already applied for the benefits, please provide a copy of your Certificate of Eligibility, issued by the VA.

3. Veteran’s Dependents applying for educational benefits need to complete form 22-5490 (Application for Survivors’ & Dependents’ Educational Assistance), and submit to the certifying official.

4. For Veteran's Educational Benefits financial aid process information contact the Financial Aid Office at 800-572-1909 or 603-358-2280, Fax: 603-358-2794.

5. Contact the Veteran’s Certifying Official in the Student Accounts Office at (603) 358-2886 for assistance in obtaining or filing the forms.

Faculty and Administration

Keene State Administration

Melinda Treadwell – Interim President
Nancy Fey-Yensan – Provost and Vice President for Academic Affairs
Kemal Atkins – Vice President for Student Affairs
Susan LaPanne – Vice President for Finance and Administration
Kirsti Sandy – Dean of the School of Art, Education, and Culture
Karrie Kalich – Dean of the School of Sciences, Sustainability, and Health
Celia Rabinowitz – Dean of Mason Library

President’s Cabinet

Melinda Treadwell – Interim President
Nancy Fey-Yensan – Provost and Vice President for Academic Affairs
Kemal Atkins – Vice President for Student Affairs
Susan LaPanne – Vice President for Finance and Administration
Dottie Morris – Associate Vice President for Institutional Diversity and Equity

USNH Board of Trustees

The University System of New Hampshire is governed by a 29-member Board of Trustees comprising the Governor of the State, the President of the Senate, the Speaker of the House, 10 members appointed by the Governor and Executive Council, 7 alumni-elected members, 2 student-elected members, the Commissioner of Education, the Commissioner of Agriculture, the presidents of the University System’s four colleges and universities, and the Chancellor.

Board of Trustees Officers (2017-2018)

John W. Small – Chair
Joseph G. Morone – Vice Chair
Amy B. Begg – Secretary
Faculty by School

Mason Library

Ditkoff, Jennifer
Dolinger, Elizabeth
Hickey, Patrick
McGarrity, Irene
O'Brien, Patrick
Obien, Rodney
Scull, Amanda

School of Arts, Education, and Culture

American Studies
Antonucci, Michael
Orelup, Margaret

Art
Bernardi, Rosemarie
Crawford, Mary
Fletcher, Molly
Gendron, Heather
Gitelson, Jonathan
Hoyt, Randall
Kostick, Robert
Lucey, Stephen
McMullan, Paul
Nichols, Stephanie
Nicolai, Walter
Pan, Yuan
Richardson, Lynn
Roberts, John
Rooney, Katharina
Roos, Peter
Shelton, Ann
Sullivan, Marin
Warner, Miles

Communication and Philosophy
Akkoor, Chitra
Couch, James
Davisson, Amber
Doubleday, Deborah
Falzo, Holly
Halford, Jeff
Landau, Jamie
Lee, Sander
Malcolm, Nigel
McCarthy, Michael
McGill, Emily
Mount, Allyson
Partello, Peggie
Schaumann, Robert
Education
Beaudry-Torrey, Ann  
Bigaj, Stephen  
Black, Deborah  
Bohannon, Kimberly  
Brenneman, Linda  
Cuper, Pru  
Dubois, Betsy  
Gong, Yi  
Greeter, Erin  
Hansel, Elizabeth  
Hines, Jayme  
Hood, Craig  
Hucks, Darrell  
Lafleur, Daniel  
McLoughlin, Shirley  
Merchant, Deborah  
Nannicelli, Richard  
Neeper, Lance  
Nuffer, Ellen  
Peck, Nancy  
Pelkey, Heather  
Sandy, Leo  
Sturtz, John  
Sturtz, Tanya  
Vermouth, Linda

English
Botting, Tracy  
Bouley, Jack  
Charry, Brinda  
Friedman, Jeff  
Gigliello, Heather  
Lebeaux, Richard  
Long, Mark  
Pacilio, Elizabeth  
Pages, Meriem  
Parsons, Christopher  
Russell, George  
Sandy, Kirsti  
Schreiber, Tatiana  
Schur, Anna  
Seligman, Leaf  
Sharpe, Emily  
Stickney, Beth  
Stroup, William  
Tirabassi, Katherine

Film
Ahn, Jiwon  
Cook, Tom  
Dery, Jo  
Gonthier, David  
Leimbacher, Irina  
Levesque, Lance  
Podlesney, Teresa  
Schwartz, Jonathan
White, Ted
White-Stanley, Debra

**History**
Crocker, Matthew
Germana, Nicholas
Knouff, Gregory
Lund, John
Wade, Susan
Warder, Graham
Whitcomb, Thomas
Wilson, Andrew

**Holocaust and Genocide Studies**
Greene, Ashley
Knight, Hank
Vincent, Paul
Waller, Jim

**Journalism, Multimedia, Public Relations**
DelSesto, Julio
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Martin, Rodger
Nye, Chad
Salcetti, Marianne
Timney, Mark
Wakefield, Michael

**Modern Languages and Cultures**
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DiGiovanni, Lisa
Donovan, Brian
Durnford, Tom
Graboski, Peter
Hawes, Stephen
Huntley, Daniel
McMaster, Marilyn
Pantesco, Alison
Ponce-Cordero, Rafael
Ware, Barbara
White, Delene

**Music**
Carberg, Daniel
Chesebrough, James
Darby, Joseph
Dearth, Donna
Garapic, Amy
Gilligan, Heather
Ginsberg, Elaine
Howard, Sandra
Jenkins, Stephanie
Krause-Hardie, Alice
Leese, Matthew
Lehninger, Marcia
Lezcano, Jose
Mann, Ted
Matathias, Robin
Rogers, Timothy
Sharrock, Cheryl
Sharrock, James
Smith, Andrew
Stevens, Pamela
Swist, Christopher
Sylvern, Craig
Wirzburger, Stephanie
Wright-Ivanova, Christina
Zaffini, Erin

**Theatre and Dance**
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Brown, Jeannie-Marie
Cantino, Shaina
Johnson, PeggyRae
L’Ecuyer, Timothy
McLaughlin, Cynthia
Perron, Celine
Riegler, Kirstin
Robarge, Mary
Seigh, William
Stevens, Keith
Wilcox, Douglas
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**Women's and Gender Studies**
Honeycutt, Karen
Husain, Taneem
Pedroza Gonzalez, Patricia
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**School of Sciences, Sustainability, and Health**

**Biology**
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Launen, Loren
McDade, Nancy
Pelletieri, Jason
Piscopo, Susan
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Smith, Douglas
Strong, Scott
Whittemore, Susan
Woodcock, Ryan

**Chemistry**
Anderson, Brian
Baures, Paul
Blatchly, Richard
Geran, Timothy
Gitchell, Graham
Jasinski, Jerry  
Junge, Denise  
Kaplan, Elliot  
Kaur, Manpreet  
Kraly, Jim  

**Computer Science**  
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Castriotta, Sue  
Flagler, Richard  
Foster, Elvis  
Gauvreau, Kenneth  
Hanrahan, Michael  
Lagace, Patrick  
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Onyon, Matthew  
Thompson, Ronda  
Vimal Cruz, MeenaloSini  
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**Dietetic Internship**  
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**Economics**  
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Duggan, Marie  
Gezici, Armağan  
McColloch, William  
Newlin, Paul  

**Environmental Studies**  
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Burchsted, Denise  
Gebauer, Renate  
Seaver, Karen  
Taylor, Fred  
Traviss, Nora  
Webler, Thomas  

**General Science**  
Jean, Sally  

**Geography**  
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Bryant, Lara  
Cusack, Christopher  
Davis, Sasha  
Heaney, Kevin  
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**Geology**  
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Kerwin, Charles  
Leger, Carol  
Pokras, Edward
Human Performance and Movement Sciences
Adams, Melanie
Carpenter, Eric
Descoteaux, Jillian
Destani, Fitni
Hammett, Jennifer
Merrow, Robert
Smyth, Donna
Swiger, Wanda
Timmer, Jeffrey
Wishart, Ellen

Management
Beaudry, Dave
Benson, Emily
Blossom, Dudley
Brown, Elizabeth
Hadden, Linda
Johnson, Kathleen
Morton, Vicky
Simoneau, Bob
Warner, Tammy
Westover, David

Mathematics
Cullinane, Mike
Degenkolb, Charles
Ferlini, Vincent
Ferrucci, Beverly
Johnson, Ockle
O'Brien, Thomas
Parmelee, Caitlyn
Simpson, Kimberly
Stanish, Karen
Taft, Kaitlyn
Tiebout, Robert
Witkowski, Joseph

Nursing
Cahoon, Cynthia
Ernst, Carolyn
Lagasse, Lynn
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Physics
French, Michael
Goodale, Keith
Harfenist, Steven
Lybarger, David
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Political Science
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Bendix, William
Martin, Wesley
Welsh, Michael

**Psychology**
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Speaks, Mitchell
Viveiros, Donna
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**Public Health**
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**Safety and Occupational Health Applied Sciences**
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**Sciences and Social Sciences**
Heed, Peter
Sociology, Anthropology, and Criminal Justice
Baker, Ronald
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Dangelantonio, Anthony
Forrest, David
Ghatak, Saran
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Stemp, James
Stevenson, Peter
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Sustainable Product Design and Architecture
Arends, Mark
Blodgett, Randall
Foley, Rick
Hix, Lisa
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